

Volume V

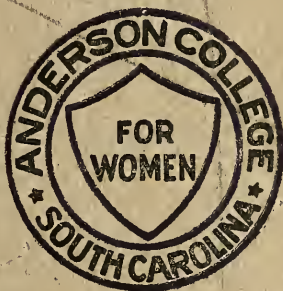
DECEMBER 1921

Number 4

ANDERSON COLLEGE

ANDERSON, SOUTH CAROLINA

ESTABLISHED 1910



DECENNIAL CATALOG
1921 - 1922

ANNOUNCEMENTS

1922 - 1923



THE
DECENNIAL CATALOG
OF
ANDERSON COLLEGE
FOR WOMEN

ANDERSON, SOUTH CAROLINA.

TENTH SESSION

1921 — 1922

ANNOUNCEMENTS FOR 1922-1923

DARGAN PRINTING & STATIONERY COMPANY
PRINTERS—RULERS—BINDERS
ANDERSON, S. C.

CALENDAR FOR 1922

JANUARY							APRIL							JULY							OCTOBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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FEBRUARY							MAY							AUGUST							NOVEMBER							
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CALENDAR FOR 1923

JANUARY							APRIL							JULY							OCTOBER						
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FEBRUARY							MAY							AUGUST							NOVEMBER						
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25	26	27	28				27	28	29	30	31			26	27	28	29	30	31		25	26	27	28	29	30	

MARCH							JUNE							SEPTEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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25	26	27	28	29	30	31	24	25	26	27	28	29	30	23	24	25	26	27	28	29	23	24	25	26	27	28	29

A CALENDAR OF 1922-1923

1922

The Spring and Summer

May 20-27—Final Examinations.

May 27-31—Commencement Exercises Class of 1922
and Decennial Celebration.

The Furman Summer School will be in session at
Furman University from June 13th to July 24th.

1922

OPENING OF ELEVENTH YEAR

September 11—Arrival Day for Teachers.

September 12—Arrival Day for Students.

September 13—Registration Day.

September 14—Classes organize.

November 30—Thanksgiving Day.

December 15—Christmas Holidays begin.

1923

January 2—Students Return.

January 19—Lee's Anniversary.

January 20—Semester Examinations.

January 27—Second Semester opens.

February 22—Washington's Anniversary.

Easter Recess—Friday and Saturday before Easter
Sunday.

Last ten days in May

Final Examinations.

Commencement Exercises Class of 1923.

BOARD OF TRUSTEES

Judge H. H. Watkins - - - - - President
Secretary

Until 1922—

J. H. Courtney - - - - - Trenton
W. W. Sullivan - - - - - Anderson
J. M. Burnett - - - - - Belton

Until 1923—

R. S. Ligon - - - - - Anderson
J. Dexter Brown - - - - - Anderson
G. E. Smith - - - - - Liberty

Until 1924—

R. B. Curry - - - - - Greenwood
P. E. Clinkscales - - - - - Anderson
John C. Pruitt - - - - - Anderson

Until 1925—

H. H. Watkins - - - - - Anderson
T. Claggett Skinner - - - - - Columbia
Robert Black - - - - - Bamberg

Until 1926—

W. A. Watson - - - - - Anderson
Graves L. Knight - - - - - Laurens
Mrs. J. D. Chapman - - - - - Anderson

EXECUTIVE COMMITTEE

R. S. Ligon, Chairman	W. W. Sullivan
H. H. Watkins	P. E. Clinkscales
J. Dexter Brown	W. A. Watson
	John E. White, ex officio

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P. E. Clinkscales	J. Dexter Brown
W. W. Sullivan	

OFFICERS OF INSTRUCTION

1 JOHN ELLINGTON WHITE, A. B., D. D.,
THE CHAPEL HOUR
A. B. Wake Forest; D. D. Baylor University.

JAMES PRIMROSE WHYTE, M. A.,
LITERATURE AND SOCIOLOGY
A. B. & M. A., University of Chicago; Summer
Work in Scotland, England, France and Germany.

2 JOHN C. CALHOUN DUNFORD, M. A., Th. B.,
MATHEMATICS, BIBLE and SUNDAY SCHOOL PEDAGOGY
M. A., Wake Forest College; Th. B., Southern
Baptist Theological Seminary; Pupil in French of
Prof. Henri Marion of Annapolis; Corresponding
Member of the American Institute of Civics.

3 WEBB von HASSELN,
MODERN LANGUAGES
Student at Clemson Agricultural and Mechanical
College; Studied in France, Germany, Austria
and Central America. Certificates in Spanish
and French from the Berlitz School of Languages,
Havana, Cuba. Certificate in German from the
Department of Military Intelligence, United
States Army.

MARY PRICHARD TAYLOR,
ART HISTORY
Meredith College; Pratt Institute; The Art League,
School of Fine and Applied Arts; Teacher's
College, New York; Studio Noel, Rome, Italy.

4 FRANCES McINTOSH, A. B., ✓
HISTORY
A. B. Hollins

REGINA COOK COWDRICK, A. B., M. A.
LITERATURE AND COMPOSITION
A. B. Demin University; Graduate Toledo Normal
Training School; M. A. George Peabody College
for Teachers.

LUCILLE BURRISS, A. B.

COMPOSITION AND LITERATURE

A. B., Anderson College; Graduate Work—Cornell University.

MARGUERITE BRETON, A. B.

INSTRUCTOR IN CONVERSATIONAL FRENCH

A. B. Anderson College; Certificate in Science and Language, The University of Paris.

HELEN KENYON, A. B.

SCIENCE

A. B. Western College, Oxford, Ohio; Graduate Work—University of Michigan.

M. ADELIA FOX, B. S., M. A.

PHILOSOPHY AND EDUCATION

Berea College and George Peabody College for Teachers.

FRANCES MARGARET YOUNG, A. B.,

LATIN

A. B. Belhaven College.

SPECIAL DEPARTMENTS

12
GRACE L. CRONKHITE,

DEAN OF MUSIC DEPARTMENT, PROFESSOR OF
PIANO, ORGAN, ADVANCED HARMONY, HISTORY
OF MUSIC AND ANALYSIS.

New England Conservatory, Boston, Mass., 1890-
93; Virgil Piano School and Metropolitan College
of Music, New York, 1896-97; Pupil of Moritz
Moszkowski, Paris, 1898-1900-02-03.

13
WINIFRED A. STEPHENS,

PROFESSOR OF VOICE, PUBLIC SCHOOL MUSIC,
SIGHT SINGING AND DIRECTOR OF COLLEGE GLEE
CLUB.

Bristol University, England, 1910-1911; Vienna
Conservatory, Austria, 1912-1914, Pupil of
Charles Lederer, Vienna, 1911-1914; John Acton,
London, England, and Victor Beigel, London,
1914-1917, and Summers of 1920-21.

9
DOROTHY BELL,

ART

Graduate in Art, Sullin's College, Bristol, Va.;
Special Work in Oil and Crayon, Higbee College,
Memphis, Tenn.; Certificate in Design-Post Grad-
uate Work, Summer School, Chautauqua, N. Y.;
Pupil of Henry Turner Bailey, Design; Minnie
L. Raine, Water-color; Lucy S. Ward, Design,
Annie McIntyre, Ceramics, and L. Vance Phillips,
Ceramics.

8
FRANCES MARGARET YOUNG, A. B.,

EXPRESSION AND PHYSICAL CULTURE

A. B., Belhaven College; Graduate Course in the
Curry School of Expression; Graduate Course and
Post-graduate Course in the New York School of
Expression; Private Pupil of Genevieve Stebbins,
F. Townsend Southwick, and Leland Powers.
Platform Reader and Director of the Summer
School of Expression at Montreat, N. C.

11
DAISY DANIEL,
DOMESTIC SCIENCE

Georgia Normal and Industrial College; Graduate
Work, Columbia University.

10
ANNIE E. C. GASSAWAY, A. B.,
DOMESTIC ART

A. B. Winthrop College; Graduate Work, Teach-
er's College, Columbia University.

ANNE D. DENMARK,
INSTRUCTOR IN PIANO AND HARMONY

17
Graduate of Meredith College, Raleigh, N. C.,
1908; Pupil of Raphael Joseffy, New York, Sum-
mer 1909; Virgil Piano School, New York; Pupil
of Alberta Jonas, New York, 1916-1917.

15
EDITH MAY HALL,
INSTRUCTOR IN PIANO, HARMONY, AND ENSEMBLE
Graduate of Meredith College, Raleigh, N. C.,
1908; Post-graduate, Meredith College, 1909;
Pupil of Virgil Piano School, New York, Summer
of 1912; Pupil of Augusta Cottlow, New York,
Summer of 1918.

16
HAZEL TUTTLE,
INSTRUCTOR IN PIANO—DUNNING KINDERGARTEN
METHOD
Anderson College Teacher's Certificate in Piano,
1920.

MARGARET BURLEIGH,
INSTRUCTOR OF STRINGED INSTRUMENTS
Adrian College, Adrian, Michigan, (Teacher's
Course); Toledo Conservatory of Music and
Dramatic Art, Toledo, Ohio.

17
OUIDA PATTISON,
PRACTICE SUPERVISOR, INSTRUCTOR OF MUSIC
HISTORY AND ASSISTANT TO MISS TUTTLE.
Anderson College Teacher's Certificate in Piano,
1920; Anderson College Artist's Diploma, 1921.

CARRIE BOWIE,
INSRUCTOR IN PIANO AND HARMONY
Anderson College Teacher's Certificate in Piano,
1921.

15 ADLENE JONES, A. B.,
SUB-FRESHMAN WORK
A. B. Anderson College.

19 OLGA V. PRUITT, M. D.
PHYSICIAN, HYGIENE
Woman's Medical College of Baltimore; Post-
Graduate Work, John's Hopkins.

20 SALLIE T. CADE,
RESIDENT NURSE
Graduate Greenville Woman's College; Graduate
Nurse Anderson County Hospital.

ZANERIAN FUNK,
COMMERCIAL COURSE
Graduate in Business Course, Columbia College,
Hagerstown, Maryland.

22 STELLA NIXON, A.B.
ASSISTANT PHYSICAL DIRECTOR
A. B. Anderson College.

STUDENT ORGANIZATIONS

STUDENT GOVERNMENT ASSOCIATION

Isabel Cunningham	President
Dorothy Sullivan	Vice-president
Mary Dell Stewart	Secretary
Madaline Kelly	Treasurer

ESTHERIAN LITERARY SOCIETY

Camille Wood	President
Eloise Royall	Vice-president
Anna Berry	Secretary
Marie Hiott	Treasurer

LANIER LITERARY SOCIETY

Lula Lee Leathers	President
Malvina Hopper	Vice-president
Elizabeth Cowherd	Secretary
Gatha Davis	Treasurer

YOUNG WOMAN'S CHRISTIAN ASSOCIATION

Mabel Dillingham	President
Lola Williams	Vice-president
Mary Kendrick	Secretary
Vann Ray Kenney	Treasurer

YOUNG WOMAN'S AUXILIARY

Evelyn Cunningham	President
Frances Mattox	Vice-president

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Florence Settle	President
Helen Gassaway	Vice-president
Mattie Lou Simmons	Secretary
Ruth Eskew	Treasurer

JUNIOR CLASS

Helen Watkins	President
Sara Frances Stephens	Vice-president
Ruth Cunningham	Secretary
Elizabeth Cowherd	Treasurer

SOPHOMORE CLASS

Babbie Sullivan	President
Lillian Huff	Secretary
Sara Mattison	Treasurer

FRESHMAN CLASS

Martha White	President
Emily Watts	Vice-president
Roberta Crawford	Secretary
Mary Owings	Treasurer

ATHLETIC ASSOCIATION

Moselle Jones	President
Edith Herlong	Vice-president
Bertha Masters	Secretary and Treasurer

DRAMATIC ASSOCIATION

Stella Nixon	President
Malvina Hopper	Vice-president
Emily Watts	Secretary
Gladys Nixon	Treasurer
Gwen Bristow	Stage Manager

ORION STAFF

Anna Berry	Editor-in-Chief
Bernice Shields	Asst. Editor-in-Chief
Edna Parham	Business Manager
Sara Frances Stephens	Assistant Business Manager

ANDERSON COLLEGE ASSOCIATION

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First Vice President ----- Mrs. Ernest F. Cochran
Second Vice President ----- Mrs. John E. White
Secretary ----- Mrs. Charles Burton
Treasurer ----- Miss Mary Helen Burriss
Auditor ----- Mrs. Ernest F. Cochran

FOUNDATION, HISTORY AND IDEAL OF ANDERSON COLLEGE

THE CENTENNIAL BACKGROUND OF ANDERSON COLLEGE

The story of Anderson College would seem to be an easy story to tell; and it is; but there are strange things in it. Interested visitors, and scarcely less the old-timers of the town, are troubled to explain the volume and assurance of great life they see going on there, with only ten years to its credit. This explanation of it is not quite intelligent. But there are those who have eyes to see, who come on and say that there are moving figures in the deep background of no small size which are to be consulted for explanation. Their shadowy forms carry college mortar on their shoulders to mix between the bricks. Some are offering tears; some toss forward dear memories; and all are burdened with something for Anderson College; and they are all seventy-five years old.

If you have ever read the touching little poem by Dora Grenwell, entitled "A Good Confession," you will understand that Anderson College is one of the oldest institutions for the education of women in the country, and yet about the youngest. This poem was suggested by the inscription on a tombstone in a country churchyard in Wales, which tells how he who lies below passed away at the age of eighty, and yet—referring to the date of his conversion to Christ, was only four years old when he died:

"If you ask me how long I have lived in the world,
I am old, I am very old;

If you ask me how many years I have lived, it'll
very soon be told,

Past eighty years of age, yet only four years old."

It is in this sense of moral and spiritual truth that Anderson College exhibits the paradox of old wine in

new bottles, three-quarters of a century of movement behind the ten years of consummation. The fact that there are desolate interludes no more invalidates the spiritual continuity of this institution in the community of Anderson than the great lapses of Christian history invalidate the continuity of Christianity. When you explain the energies and achievements of some remarkable Christian church today, you have to go back nineteen hundred years, and you do it in the consciousness of truth and fact.

The first recorded reference therefore to Anderson College is found in the minutes of the Saluda Baptist Association for 1848. The year before this date, Dr. William Bullein Johnson, at the time President of the Southern Baptist Convention, established a school at Anderson Court House for the higher education of women. At first it was named "The Johnson Female Seminary." This institution was adopted by the Saluda Association in a formal resolution in 1849:

"Resolved, that as an institution for females we earnestly recommend to the public patronage, Johnson's Female Seminary at Anderson Court House, South Carolina, under the control of the Baptist denomination as an institution of very superior character, eminently worthy of our foster and care.

"Resolved, that we adopt the said Seminary as our associational high school for females; and will cooperate with our friends and brethren at Anderson village in sustaining and enlarging its usefulness."

The institution greatly flourished and in a few years had attained such menas and patronage that it was enlarged in equipment and curriculum and its name changed to "Johnson Female University." It is not generally understood in the present day that this institution thus proudly named was not unworthy of the name as the term "University" was then interpreted. At our hand is a catalog of the "Johnson Female Uni-

versity" for the year 1853; also a copy of the college magazine of February, 1855; and a concert program of August 6, 1851. These rare documents are perfectly preserved and have just come to public light. The catalog contains an account of the "Origin and History" of the college, evidently written by Dr. W. B. Johnson. It states that in the fifth year of its history (1852) he by the invitation of its trustees "delivered an address in which he set forth the superiority of the University system for the education of boys and young men, over the college system, and inquired if the university system be the better one for boys and young men, why it should not be for girls and young ladies. The trustees of the Seminary gave the subject serious consideration and resolved to raise their institution to a University, where females may be instructed and graduated, if desirable, in every branch of learning and science known to the country. An application was accordingly successfully made to the legislature of the state in December, 1852 for a charter, with ample powers to carry out the object in view, and in February of the present year (1853) the University commenced its exercises with an able faculty and altogether under the most favorable auspices. The University system has not only worked well, but to admiration, and the institution has been patronized to a most encouraging extent, having numbered on its list 119 students in the year 1853. The prospect is that this number will be greatly increased during the year 1854, and accordingly two or three additional members have been added to the faculty. The Johnson Female University under the control of the Baptist denomination, carefully eschewing, however, the inculcation of all sectarian bias within its walls, here opens its doors for the training of the females of the country. In these the essential qualifications and virtues to human happiness, in this world and in that which is to come. It invites the public patronage and is determined to merit it in full measure.

This catalog yields the proofs that it was no immodesty nor mere hopeful purpose beyond the fact that the Johnson Female University stood out so boldly. The curriculum outlines a course of study, with text books indicated, as comprehensive as would have been found in a male college of that date anywhere in the country. In Mathematics, including plane and solid geometry and spherical trigonometry; in Intellectual Philosophy a thorough and articulated course in seven elaborate details (a) Primary Truths and Laws of Belief; (b) The Exetrnal Intellect; (c) Internal Intellect; (d) Imperfect and Disordered Intellectual Action; (e) Sensibilities; (f) Pathematic Sensibilities; (g) Moral Sensibilities; (h) Sensitive Nature. The course also included a comprehensive outline of studies in Rhetoric, in Sacred Literature and the School of Designs. A fully ordered curriculum for the Ancient Languages is outlined; also of Modern Languages; of French, German, Italian, and Spanish. But is is in the School of English that the University curriculum was especially emphatic. The catalog shows:

Dr. Wm. B. Johnson, Chancellor,
J. Scott Murray,
Mrs. Mary E. Daniel, Principal,
Miss Elizabeth J. Edwards,
Mrs. Cassandry Bostrell,
William Wagstaff,
James Baker,
Miss Sarah E. Overby,
Miss Cynthia C. Fischer.

The college magazine, which bore the name "Le Bas Bleu," contains original articles by students which would put to blush by breadth and distinction of style most of the college effusions of today. An original poem contains these lines:

"All earthly joys each cherished hope,
Which wrapped with peace his soul
Are gone, are with a moment snatched,
The heart alone left bleeding."

From 1847 to 1881, the institution for the education of women was maintained in Anderson continuously with a considerable break of active operations in the abysmal war period, which suspended everything in South Carolina. Furman University was suspended, and the Southern Baptist Theological Seminary. Finally in 1881, Gen. Louis M. Ayer, at that time President of the woman's college, the name of which had again been changed to "Anderson Female Seminary," was induced to join his institution in a co-educational college, called the "Carolina Collegiate Institute," which existed for sometime, but which did not flourish, giving way to the great academy for boys conducted by Prof. Ligon, and later to the the "Patrick Military Institute," under Col. Patrick.

It is impossible to get away from the persisting force of these foundations of Anderson College. In the periods of suspense and disaster, the passion of a woman's college was never dead in Anderson. Sons had inherited it from their fathers in their blood, and daughters from the rhapsody of memories in their mothers. Like a river which runs underground by a downward deflection, the file of it could not be baffled and in due time was bound to emerge, the more eager for the long delay. The people that stand thus in the foundations of Anderson College, the shadowy forms of the background, discerned carrying their materials to its gates, were great people. Among them "clarissima nobilissimum," is the figure of Dr. William Bullein Johnson. When the history of South Carolina and Southern Baptists comes to be written and truth gets a clear hearing, its angel will dip a pen in the blue and write his name among the greatest religious and educational forces of his country in the last century. Some men are fundamental to whatever they touch, tho, alas, for the rarity of minds and hearts that faithfully trace the vital impulse they have imparted without which the institutions of their pride and glory would never have lived and survived. We have the Saluda Bap-

tist Association, the South Carolina Baptist Convention, the Southern Baptist Convention, and Anderson College: "Their walls about us stand," their influences of good around us are flowing, but who sees the naked hands, and among them as large, if not larger than any, this one giant's hand of Dr. Wm. B. Johnson. Dr. Johnson, we gather, was never a popular personality like Richard Furman, and yet when constitutions are to be written and great foundations are to be laid in a workmanlike fashion no man of Southern Baptist history was as decisive in more, or more definite activities than he. President of the old Triennial Convention of American Baptists, his figure loomed from Anderson to Toronto. The breakup of American Baptists in 1844 turned upon the moment he declined re-election to their presidency; First President of the Southern Baptist Convention, (1845) he carried its constitution in his pocket to Augusta. More than twenty years before (1821) he had written the constitution of the South Carolina Convention; preached its introductory sermon (1822), and prepared the address of the Convention to the churches which was printed in the minutes of that year, a document of great ability and penetrated by a thoroly missionary and evangelical spirit. When Richard Furman died (1825), who was there of his size and sort to take his place as the Convention's President, except, Dr. Wm. B. Johnson. It is interesting and significant that God sends His prophets out, one here and one there. Richard Furman laid the foundations for South Carolina Baptists in the education of men, Dr. Wm. B. Johnson at the same time discerned with equal passion the potency of Christian womanhood and pioneered for the Baptists in a big way in that field which is now our largest field of enterprise in South Carolina.

The time will fail me if I tell of the other great souls who shared with Dr. Johnson in these foundations. Dr. J. Scott Murray, a scholar of fame in Virginia (1848), providentially brought to Anderson in the fall of that

year for his great and long career; Mrs. Mary Eliza Daniel, who occupied the principalship of the University, and who is remembered in a sort of ecstasy as a marvelous educator, sending out graduates who adored her, with this injunction: "Whenever you see and mark a beautiful sunset, think of me." An injunction, it is said, everyone of them kept, and one of them I know, nearly ninety years of age, still keeps. The students of Anderson College look every day upon the marble tablet in the chapel which commemorates this rare college woman, and she being dead, yet teaches. Dr. Louis M. Ayer a graduate of South Carolina University, University of Virginia, and Harvard University, also belongs to this group, with five others of the faculties of renown, who rounded out forty years of practically continuous history of a woman's college owned and administered by Baptists at Anderson.

It is to be read in the current newspapers that when Marshal Foch the Generalissimo of the World War, stood a few days ago at Detroit, the clamorous applause of the multitude had ceased to move him. Then the mayor the city turned to him and told him a little story of how Hennepin sailed into Detroit River in 1679 and wrote in his diary:

"Those who will one day have the happiness to possess this fertile plain and pleasant strait will be very much obliged to those who have shown the way."

At these words the tears rushed to the eyes of the great soldier.

THE DECENNIAL STORY OF ANDERSON COLLEGE

Anderson College will celebrate its Decennial Anniversary in May, 1922. Approaching that event, the institution stands so fair and strong and in the brief period of nine years is so established in achievement that the archives of the Centennial of the South Carolina Convention should contain a chronicle of facts for the use of future history. The present session of the college—1921-22—has enrolled for the First Semester 259 students. Of these, 213 are unconditioned candidates for the regular Degrees; 4 are under conditions, taking sub-freshman work in some studies; 42 are special students in the Department of Fine Arts. The plant and equipment of Anderson College now represents an investment of \$250,000.00. Its dormitories provide capacity for 200 students in residence including rooms set apart for officers of administration and faculty. In the present student body seven states are represented.

It has been stated that the establishment of a college for women in Anderson was the undying fire of seventy-five years of community purpose, lighted in 1847 by the Johnson University enthusiasm. In 1910, the Anderson Chamber of Commerce inaugurated a campaign for subscriptions to build a college in fulfillment of the long deferred hope. The community responded with energy and unity. A mass meeting of citizens instructed a committee to proceed to the South Carolina Baptist Convention in session at Laurens, November, 1910, and to offer the Baptists of South Carolina \$100,000.00 and a beautiful property of thirty-three acres, located on the Boulevard within the city limits. This committee appeared before the Convention at Laurens and in the name of the people of Anderson urged the acceptance of the gift. The Convention voted unanimously to accept it, and elected the following trustees:

C. S. Sullivan, R. S. Ligon, W. H. Hunt, W. B. Wilbur, J. N. Brown, W. E. Thayer, S. C. Mitchell, W. A. Watson, J. J. Fretwell, L. M. Roper, L. J. Bristow, J. K. Durst, C. C. Brown, H. H. Watkins and M. M. Mattison.

The Board of Trustees immediately effected an organization by the election of Col. (now Judge) H. H. Watkins, as President, and Dr. Louis J. Bristow, as Secretary. Messrs. Ligon, Watkins, Sullivan, Mattison and Bristow were chosen as the Executive Committee, and charged with the active responsibilities of administration. Subsequently the Executive Committee announced the new faculty, with Dr. T. H. Chambliss as President, and Prof. J. K. Breedin as Dean and Treasurer. The doors of the institution were open for students September 18, 1912. More than one hundred young ladies were enrolled as students the first session. The session of 1913-14 opened with Dr. John F. Vines as President; C. M. Faithful, Vice-president, and J. K. Breedin, Dean, and a faculty of seventeen instructors, and during the year enrolled 140 students. The third session (1914-15) opened September, 1914, with Dr. James P. Kinard, President, and a faculty of eighteen instructors. The summary of students for this session: In the college 51; preparatory, 23; special students, excluding duplicates, 69; total enrollment 143. The fourth session (1915-16) continued under the presidency of James P. Kinard, with Mr. F. M. Burnett as Treasurer, and with fifteen instructors in the faculty.

At this period, the financial situation of the college became greatly embarrassed. The institution commanded respect everywhere for its standards of faculty and curriculum, but the income from student's fees had been from the beginning insufficient to pay the expenses of administration. A debt of \$73,000.00 carried in the banks at a high rate of interest had accumulated and was increasing. From the outset six loyal-hearted men constituting the Executive Committee had kept

the honor of the college clean by their endorsements as individuals. They carried the institution in their hearts and bore it up on their personal credit, never allowing the property to become involved for a dollar. The names of these men are herewith published to keep the record for gratitude thruout all the years to come.

R. S. Ligon, Chairman,

H. H. Watkins, President of Trustees,

C. S. Sullivan,

W. A. Watson,

P. E. Clinkscales,

M. M. Mattison.

The conditions which confronted the institution were serious from a financial standpoint. Its administration under Dr. Vines and Dr. Kinard was not responsible. Their labors for the college were self-sacrificing and heroic. It was a situation which has confronted nearly all denominational colleges at their beginnings. The first four sessions therefore are to be remembered as the years of struggle and pain when much blood was mingled in the life of the institution and are never to be regretted.

The fifth session (1916-17) began with a complete reorganization of administration and faculty. Dr. John E. White, who had succeeded Dr. Vines as Pastor of the First Baptist Church, was prevailed upon by the Trustees and by his church to accept the presidency. The new administration, with Mr. Z. J. Edge as Business Manager, and Prof. J. T. Miller, as Dean, conducted an energetic campaign for students during the summer of 1916. When the session opened September 12, 1916, it was evident that Anderson College was moving forward. The number of boarding students was doubled and the total enrollment of the year was 204. A few weeks after the opening, a citizens' banquet was given in the college dining room, at which the President submitted the proposition of enlarging the dormitory capacity and for financing the burdensome indebtedness. A scene of extraordinary enthu-

siasm was witnessed. The five members of the Executive Committee led off with a total of \$20,000.00 subscription on condition that other citizens would give \$40,000.00. In an hour \$61,000.00 had been subscribed which was expended in reducing the debt to \$50,000.00, and in building extensions of the dormitories, nearly doubling the student capacity of the college. The President thru a friend in Richmond, Va., enabled the Trustees to issue \$50,000.00 of bonds at six per cent. maturing in seven years which were bought by The Virginia Trust Co.

These events were the turning point in the history of the college. Every session since then has witnessed improvement and enlargement. With the session of 1918-19, the institution was greatly strengthened and so continues to be thru the coming of Dean James P. Whyte. At the same time the business management of the college was reorganized under Dr. Charles J. Thompson. The faculty has been increased and now numbers thirty instructors. New departments have been added, equipment more than doubled in efficiency and the plant and campus remarkably beautified by loggias, concrete walks, stone gates and gardens. Sixty scholarships of \$100.00 each are now annually provided. The Baptist State Convention thru the 75 Million Campaign has given the college \$90,000.00 for bonded indebtedness and the erection of a new dormitory opened for students in 1921. The total income in cash expended by Anderson College during the year 1920-21 was nearly \$200,000.00. At the session of the Saluda Association held at Belton in 1916 a formal resolution was unanimously adopted committing the churches of this Association to its support fundamentally. This recalls the fact that this Association was but reiterating its loyalty of 1848 when it put itself behind the Johnson Female University.

The foregoing and many other details of historical interest will be presented at the commencement of 1922 for preservation in the records of the Decennial Celebration.

ANDERSON COLLEGE SCHOLARSHIPS AND LOAN FUNDS

I. Service Scholarships. In cooperation with ambitious students of limited means, from whose ranks comes leadership in church and state, and as fundamental to the character and ideals of a Christian college, the Board of Administration, with the approval of the Trustees, has organized a system for partial self support thru appropriations from the college treasury of One Hundred Dollars per student for a limited number of scholarships. Students applying for this assistance engage to perform such service in the dining-room, halls, library, studios and office as may be assigned them. These scholarships are designed to assist the student rather than to secure service. The number is quite large and the tasks apportioned do not rest heavily upon any individual. The effect of these provisions is the substantial aid rendered to the student and the creation in the college body of the general spirit of helpfulness which belongs in a well ordered household.

II. Other Scholarships. Thru the generosity of churches and individuals, an unusual number of loan scholarships have been provided to assist young women of exceptional merit.

1. First Baptist Church of Anderson—

Baraca Class,
Philathea Class,
Young Matron's Class,
Woman's Bible Class,
Woman's Missionary Society,
Ladies Aid Society,
Intermediate Department,
Foster L. Brown,
Mamie R. Watson,
Dr. and Mrs. A. L. Smethers.

2. Saluda Association, W. M. U.
3. Anderson College Association.
4. Martha E. Paxton Scholarships for Georgia Girls.

Business Woman's League of the Second Baptist Church, Atlanta, Ga.

No application for scholarship assistance can be considered until the applicant has registered and paid the usual fee of Five Dollars.

DECENNIAL CATALOG.

This Decennial Catalog celebrates the foundation of Anderson College and offers for information and guidance of patrons and students the facts they desire.

It includes two statements of appropriate interest—"The Centennial Background of Anderson College," and "The Decennial Story."

The fair import of the facts of history and achievement presented in these papers touches an important element in education—The value of a college with spiritual foundations in the past and of consecrated devotion toward the future. Young people are said to be moved in their choice of a college by lesser and more immediate motives, but it is observed in Anderson College that its students become deeply attached to the institution because of the spirit that prevades it. This spirit is more than ten years old. The element of famous tradition is drawn in from the community which cherishes the college, and from the atmosphere of a section whose moral life rests back on the religious foundations laid so strongly more than a hundred years ago.

Location and Surroundings.

The community of Anderson is particularly favorable for a progressive college. It offers the advantage of a cultivated and prosperous people who identify themselves with the institution in a whole-hearted way. The fabled estrangement of "town and gown" has no existence either in fact or fancy at Anderson. The faculty of the college constitute an honored citizenship and intermingle with the community life. The Chamber of Commerce, Rotary Club, and all civic movements include it in their programs of cooperation. The Anderson College girl is welcomed as a personal asset and recognized as the symbol of the most vital enterprise of the community. Under this condition her life produces more than an academic result, it produces the sense of public responsibility and community service.

The college is situated on a commanding elevation, a mile from the center of the city, in the midst of the handsomest private residences, and on the Boulevard, one of the great streets of the city. A more beautiful location under the healthiest and wholesomest environment could never have been found for a college.

The Equipment.

The educational plant fits worthily into its surroundings. It consists of five modern, steam-heated, brick buildings, connected by corridors, with ornamental loggias. Its dormitories provide exceptional comforts, affording every girl the practical conveniences found in the best appointed homes. Every room is attached to its private bath, lavatory, with hot and cold running water. The furnishings are uniform and of the best quality. The class rooms are uniform, large, and well ventilated. The dining-room and kitchen are in appointment and equipment unexcelled by the best modern hotels. The charm of Anderson College life is homelikeness and a great spirit of a big family contented and happy.

Standards.

In academic requirements, Anderson College maintains in actual performance a level of efficiency in equipment, teachings, and curriculum, entitling it to the full recognition of the State Department of Education as a Standard College according to the definitions of the department. Its administration keeps intelligently abreast with the growing demands for academic efficiency thru increased requirements for entrance and graduation. Its resident student body is limited to 300 and its faculty is constituted of thirty professors selected from the best colleges and universities. Its ratio of students to instructors is well in advance of the regulations of the national standardizing agencies. Full information of the courses of study offered will be found in this catalog.

GENERAL REGULATIONS FOR COLLEGIATE WORK

Examinations

Two regular examinations will be given during the year. These will be held at the close of each semester.

In addition to these regular examinations, class tests and quizzes will be conducted at such times as the instructor in charge may see proper. These quizzes are never to extend over more than one recitation period of one hour.

Absence from examination means failure on the part of the student, and in no case will a second opportunity be given during the same year to stand the examination, unless it can be satisfactorily established that the absence was due to causes entirely beyond the control of the student or her parents. In case of sickness sufficient reason must be given to show that the sickness was of such a nature as to prevent attendance at the time.

Reports

At the end of each semester, to the parent or guardian of each student, is sent a report card showing her class standing. We desire to keep in close touch with the parent or guardian with reference to the student's progress and welfare in general. Parents are earnestly requested to examine these report cards and co-operate in every possible way with the college in order to strengthen points of weakness and deficiency. Parents can render valuable assistance by a hearty, sympathetic co-operation.

Conditions and Deficiencies

Students who fail to make the required passing mark in their first examination will be given a second chance. Those failing at the end of the first semester, will be given a chance to make good this deficiency sometime during the second semester. Those who fail at the close of the second semester will be given a chance to make good this failure at the beginning of the following fall term of school. To seniors failing in their final examinations, a second opportunity will be given immediately following their failure. Those who fail in two successive examinations will be required to repeat the semester's work in which the failure is made. The accurate use of English is required in all courses.

Irregular or Special Students

Students wishing to pursue a course of study in any of the special departments will be admitted into the college as irregular or special students. They are required to take not less than 15 hours of recitation work or the equivalent. Three hours of practice or laboratory work is equivalent to one hour in academic work. The work in special departments must include the subjects prescribed by the department. The above re-

quirement applies to those who are living in the college homes. Day students are permitted to deviate from the above regulation with the parent's consent.

Requirements for Admission to Anderson College

1. The applicant shall file in the office by September 1st the uniform admission certificate, properly filled out and signed by the high school principal of the school last attended. The required blank is sent to each applicant for admission.

2. For unconditional entrance to the Freshman class every applicant shall present 15 units and 13 of these units must be offered at entrance.

A unit represents a year's study in any subject in a secondary school, the equivalent of 5 forty-five minute recitations a week for thirty-six weeks.

3. Conditions in all subjects must be removed before the student enters the Junior class.

4. **Surplus Entrance Credits**—Students presenting surplus units may receive by examination or by certificate from accredited schools, college credit for courses that are equivalent to those offered in the Freshman class of the college. Work offered in fulfillment of entrance requirements is not counted for advanced standing.

5. All credits allowed upon admission are provisional; the standing of the student for the first year will show her fitness for credits claimed.

6. A deposit of \$5.00 is necessary for the reservation of room space and will be credited on first payment.

The following entrance units may be presented for the A. B. Degree, and for entrance to the special departments:

English -----	3
Mathematics -----	2½
History -----	2
(Ancient Preferred)	
Latin or Modern Lang -----	3

Four and a half units may be chosen from the following:

English -----	1
Advanced Algebra -----	½
Solid Geometry -----	½
Trigonometry -----	½
Latin -----	1
German -----	1 or 2
French -----	1 or 2
History -----	1
Physics -----	½ or 1
Chemistry -----	½ or 1
Botany -----	½ or 1
Zoology -----	½ or 1
Physiology -----	½ or 1
Agriculture -----	½ or 1
Household Arts -----	½ or 1
Music -----	½ or 1

No credit will be given for one year of any language until the second year has been successfully completed. Students who do not present the units required in Latin or Modern Language, may begin a foreign language with the understanding that it must be successfully carried during four years.

DESCRIPTION OF ENTRANCE SUBJECTS

English—3 or 4 Units

Preparation in English must be thorough in fundamentals: A correct and clear English spoken and written, and the ability to read with accuracy, intelligence and appreciation the best literature.

A—READING

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

I. Classics in Translation. The Old Testament (comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the books of Ruth and Esther). The Odyssey (with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII). The Iliad (with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI). The Æneid. (The Odyssey, Iliad and Æneid should be read in English translation of recognized literary excellence.)

For any selection from the above group a selection from any other group may be substituted.

Shakespeare. *Midsummer Night's Dream*. *Merchant of Venice*. *As You Like It*. *Twelfth Night*. *The Tempest*. *Romeo and Juliet*. *King John*. *Richard II*. *Richard III*. *Henry V*. *Coriolanus*. *Julius Cæsar*. *Macbeth*. *Hamlet*.

III. Prose Fiction. Malory—*Morte d'Arthur* (about 100 pages). Bunyan—*Pilgrim's Progress*, Part I. Swift—*Gulliver's Travels* (voyage to Lilliput and to Brobdingnag). Defoe—*Robinson Crusoe*, Part I. Goldsmith—*Vicar of Wakefield*. Frances Burney—*Evelina*.

Scott's Novels—any one. Jane Austen's Novels—any one. Mary Edgeworth—Castle Rackrent or The Absentee. Dickens' Novels—any one. Thackeray's Novels—any one. George Eliot's Novels—any one. Mrs. Gaskell—Cranford. Kingsley—Westward Ho or Hereward, the Wake. Reade—The Cloister and the Hearth. Blackmore—Lorna Doone. Hughes—Tom Brown's School Days. Stevenson—Treasure Island, Kidnapped or Master of Ballantrae. Cooper's Novels—any one. Poe—Selected Tales. Hawthorne—The House of the Seven Gables, Twice Told Tales or Mosses from an Old Manse. A collection of Short Stories by various standard writers.

IV. Essays, Biography, Etc. Addison and Steele—The Sir Roger de Coverley Papers or Selections from the Tattler and Spectator (about 200 pages.) Boswell—Selections from the Life of Johnson (about 200 pages). Franklin—Autobiography. Irving—Selections from the Sketch Book (about 200 pages) or Life of Goldsmith. Southey—Life of Nelson. Lamb—Selections from the Essays of Elia (about 200 pages). Lockhart—Selections from the Life of Scott (about 200 pages). Thackeray Lectures on Swift, Addison and Steele in the English Humorists. Macaulay—any one of the following essays: Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arblay. Trevelyan—Selections from the Life of Macaulay (about 200 pages). Ruskin—Sesame and Lillies or Selections (about 150 pages.) Dana—Two Years Before the Mast. Lincoln—Selections (including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln). Parkman—The Oregon Trail. Thoreau—Walden. Lowell—Selected Essays (about 150 pages). Holmes—The Autocrat of the Breakfast Table. —Autobiography and Selections from Lay Sermons (including the addresses on Improving Natural Knowledge. A Liberal Education

and A Piece of Chalk). A collection of Essays by Bacon, Lamb, De Quincy, Hazlitt, Emerson and later writers. A collection of Letters by various standard writers.

Poetry. Palgrave—Golden Treasury (First Series), Books II and III (with special attention to Dryden, Collins, Gray, Cowper and Burns). Golden Treasury (First series), Book IV (with special attention to Wordsworth, Keats and Shelley, if not chosen for study under B.) Goldsmith—The Traveller and the Deserted Village. Pope—The Rape of the Lock. A collection of English and Scottish ballads (as, for example, some Robin Hood ballads, The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens and a selection from later ballads). Coleridge—The Ancient Mariner, Christabel and Kubla Khan. Byron—Childe Harold, Canto III or IV and The Prisoner of Chillon. Scott—The Lady of the Lake or Marmion. Macaulay—The Lays of Ancient Rome, the Battle of Naseby, The Armada, and Ivry. Tennyson—The Princess or Gareth and Lynette, Lancelot and Elaine and the Passing of Arthur. Browning—Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper “De Gustibus—”, and Instans Tyrannus. Arnold—Sohrab and Rustum and The Forsaken Merman. Selections from American Poetry (with special attention to Poe, Lowell, Longfellow and Whittier.)

B—STUDY

One selection to be made from each group:

I. Drama. Julius Cæsar. Macbeth. Hamlet.

II. Poetry. Milton—L’Allegro, Il Penseroso and either Comus or Lycidas. Tennyson—The Coming of Arthur, The Holy Grail, The Passing of Arthur. The

selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's Golden Treasury (First Series).

III. Oratory. Burke—Speech on Conciliation with America. Macaulay's Speech on Copyright and Lincoln's Speech at Cooper Union. Washington's Farewell Address and Webster's First Bunker Hill Oration.

IV. Essays: Carlyle—Essay on Burns (with a selection from Burns' Poems). Macaulay—Life of Johnson. Emerson—Essay on Manners.

C—GRAMMAR AND COMPOSITION

English Grammar should be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously required in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period.

Science—2 Units

(a) Botany, one unit.

The preparation in botany should include a careful study of the following divisions of the subject: Anatomy and morphology, physiology, ecology; the natural history of the plant groups and classification. Individual laboratory work by the students is essential and should receive at least double the amount of time given to recitation. Stress should be laid upon diagrammatically accurate drawing and precise expressive description. Candidates must submit a laboratory note-book properly certified.

Where it is not possible to give a full year's work to the subject, botany may be combined with physical geography and physiology in the construction of units.

(b) Chemistry, one unit.

Preparation in chemistry should include individual laboratory work, comprising at least one hundred sim-

ple experiments; instruction by lecture-table demonstrations to be used mainly as a basis for questioning upon the general principles involved in the pupils laboratory investigations; the study of at least one standard text-book to the end that the student may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. Candidates must submit a laboratory note-book, properly certified.

(c) Physics, one unit.

Preparation in physics should be conducted upon the general plan suggested for chemistry. The laboratory work should consist of at least twenty experiments in mechanics and sound and twenty in light, heat and electricity. Candidates must submit a laboratory note-book, properly certified.

(d) Physiography, one unit.

The preparation in physiography should include the study of at least one of the modern text-books, together with an approved laboratory and field course of at least forty exercises actually performed by the student.

When it is not possible to give a full year's work to the subjects, physical geography may be combined with botany and physiology in the construction of units..

(e) Physiology, one-half unit.

Preparation in physiology should include a study of the nature of foods and their history in the body; the essential facts of digestion, absorption, circulation, secretion, excretion and respiration; the motor, nervous and sensory functions, and the structure of the various organs by which these operations are performed. A note-book, properly certified, must be submitted, with careful outline drawings of the chief structures studied anatomically together with the explanation of these drawings.

(f) Biology, one unit.

A study of a recent text containing the essentials of Botany, Zoology, Human Physiology, or a half year's

course in either Botany or Zoology and a half year's course in Human Physiology.

Note:—Laboratory work is required for unit credit in any science period. Agriculture—an approved course in agriculture equal to the above sciences may be counted. The equivalent of the course in L. H. Bailey's "Principles of Agriculture," with suggested experiments counts one unit.

History—2 Units

For entrance in History each of the following four subjects is counted as one unit.

(a) Greek History to the Death of Alexander, and Roman History to 800 A. D.

(b) Mediaval and Modern European History from 800 A. D. to the present time.

(c) English History.

(d) American History.

Of these four units the student must offer two units, and may offer one additional unit.

It is recommended that the preparation in History include, besides the study of a text-book parallel readings, use of a note-book and taking of notes.

Mathematics—2 1-2 Units.

Algebra, $1\frac{1}{2}$ units. Wentworth-Smith's Academic Algebra or equivalent.

The fundamental operations, factoring, fractions, equations, involutions and evolutions, inequalities, graphs, theory of exponents and radical expressions, quadratic equations, progressions, logarithms, problems involving different kinds of equations, the binomial Theorem.

Plane Geometry, 1 unit. Wentworth-Smith's Plane Geometry, or equivalent.

A thorough study of the five books of Plane Geometry, with as many original exercises as possible; which includes the study of the theorems concerning straight

lines, quadrilaterals, polygons in general; ratio, proportion and similar figures; loci of points, areas, circles, application of the theorems to mensuration.

Latin—3 Units

(a) Latin Grammar and Elementary Prose Composition; the inflections; the simpler rules for composition and derivation of words; syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Translation into Latin of detached sentences and easy continuous prose based upon Cæsar and Cicero or its equivalent.

(b) Cæsar—Gallic War I-IV, or an equivalent amount of Latin selected from the following: Cæsar, Gallic War and Civil War, Nepos, Prose Composition.

(c) Cicero—Seven orations, or six if the Manilian Law is one of those offered. The four orations against Catiline, Pro Archia, the Manilian Law preferred. For part of the orations, and equivalent amount of Sallust's Jugarthine War may be substituted. Latin Composition.

(d) Virgil—Æneid, six books, or five of Æneid and selections equivalent in amount to one book of Virgil from Ovid's Metamorphoses or from the Eclogues. So much prosody as relates to accent, versification in general and dactylic hexameter. Prose Composition.

Either (c) or (d) may be offered for entrance, the other to be taken the first year in college.

French

(1) Elementary—2 units.

During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions, the order of words in the

sentences, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation, and drill in pronunciation.

During the second year the work should comprise: (1) The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral, sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

(2) Intermediate.—One unit.

This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation and drill in pronunciation.

German

(1) Elementary.—Two units.

During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sen-

tences; (3) drill upon the rudiments of grammar; that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) The reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the offhand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

(2) Intermediate.—One unit.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses,

and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Spanish

(1) Elementary—Two units.

During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, pronouns and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translations into Spanish of easy variations from sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) The reading of from 250 to 400 pages of modern prose from different authors; (2) practice in translating Spanish into English and English variations of the text in Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

(2) Intermediate.—One Unit.

For intermediate work in Spanish the student should have completed a course similar and equivalent to the intermediate work in French outlined above.

A test of ability to pronounce and understand Spanish when read to the student will be required.

Classification of Students

All new pupils must appear before the classification committee for the purpose of consultation with reference to the work done previous to their coming to the college. After a course has been decided upon between student and committee no changes will be al-

lowed after the first week unless the health of the student be involved.

All students are requested to examine carefully the different courses of study offered, and the schedule of hours in order to facilitate registration.

Advanced Standing

Students from other colleges seeking admission to this institution must present letters of honorable dismissal from the institution last attended, together with official certificates showing specifically the subjects pursued, the duration of each course, and the grade attained.

Sub-Freshman Work—College Preparatory

"It is apparent also that the high schools of the county need enrichment in their high school courses. This can come only by properly informing the people and securing from the people the support necessary to provide the needed improvements. At the same time the opportunities that high school offers boys and girls need greatly to be extended to the country districts. This need can be supplied only by informing the people and by leading the people to the organization of centralized high schools in country districts."

The above statement made by Lueco Gunter, State Supervisor of Rural Schools, in his study of the "Public Schools of Anderson County," shows the necessity for supplementing preparatory work for college.

Anderson College, therefore, offers courses in preparatory Latin, French, Literature, Composition, History, Science and Mathematics. Classes will be arranged to suit the needs of the student.

By doing this necessary work, Anderson College does not lower its standard, but simply desires to meet an insistent demand for additional preparation.

Instead of admitting unprepared students to the freshman class we wish to give them opportunity to make up the required entrance units, so that they may

not be handicapped all through their college course by lack of preparation.

We prefer to meet this question frankly and openly, and therefore efficiently.

When to Enter

Parents are earnestly requested to see to it that their daughters enter the first day of the term, if possible, this for reasons that are evident, Classes are formed and the work is begun then, and the loss of one week may prove a serious detriment during the entire year. Also, students should remain on duty to the last day of the school year. Serious results often follow the loss of a few days during the term, or towards the close of a term.

Graduation Requirements

To be entitled to a degree or diploma, the student must, in every respect, prove herself worthy of the honor. A diploma given by an institution is an evidence of character, and should in every instance be so regarded.

The course of study outlined and required in the department from which the student wishes to graduate must be completed in a satisfactory manner.

Every student is required to take 15 hours of recitation work per week, or the equivalent, and is not permitted to take more than 18 hours per week. By special permission, based upon good reasons, this rule may be disregarded.

Candidates for a degree or diploma must complete sixty hours of work with an average of "B". Students who do not prove themselves efficient in their Elective work will not be recommended for a degree. One hour is equivalent to one recitation per week of one hour for one year.

Upon the satisfactory completion of 60 hours of study under the above prescribed conditions, and the regular required work in physical culture, the student will be recommended as an applicant for a degree.

Grades

A, B, C, D, are passing grades; E means that certain work remains to be done before the student can receive credit in that particular course. F, means failure and the course must be taken over.

No student will be recommended for a diploma or a degree, who is deficient in the correct use, written or spoken of the English language.

Course of Study by Years for the A. B. Degree

Freshman Year

	Hours
English 1 -----	3
Mathematics 1 -----	3
History 1 -----	3
Latin or Modern Language 1 -----	3
Physiology and Hygiene -----	1
S. S. Ped. I -----	2
Setting Up Exercises -----	
Total -----	15

Sophomore Year

English 2 -----	3
History 2 -----	3
Latin or Modern Language -----	3
Mathematics or Science -----	3
Old Testament II -----	2
Elective -----	1
Setting Up Exercises -----	
Total -----	15

Junior Year

Educational Psychology -----	3
Composition -----	2
S. S. Ped. III -----	2
Elective -----	8
Total -----	15
Each Junior required to play some game.	

Senior Year

Philosophy -----	3
New Testament -----	2
Elective -----	10
Total -----	15

Each Senior required to play some game, and to use accurate English, both spoken and written in all of her work.

Latin Language and Literature

MISS YOUNG

FIRST SEMESTER

COURSE 1 (a)—Virgil.

The first two books of the *Æneid* will be read. A careful study will be made of dactylic hexameter verse; principles of syntax, and study of poetic constructions; prose composition once a week throughout the course; a study of classic myths.

Texts: Knapp's *Virgil*, Gayley's *Classic Myths*; Nutting's *Prose Composition*.

SECOND SEMESTER

COURSE 1 (b)

Continuation of Course 1 (a), including the third and fourth books of the *Æneid*. A careful study of Latin grammar will receive attention.

Text: Allen & Greenough's *New Latin Grammar*.

FIRST SEMESTER

COURSE 2 (a)—Livy.

Selections will be read taken from Books 21-22. Some attention will be given to contemporary history; special drill in rules of construction, and peculiar expressions employed by the author; prose composition and study of Latin grammar will be continued.

Text: Burton's *Selections from Livy*.

lel, and practical lessons will be drawn in a comparative way from these authors. Study of constructions and compositions will still be continued.

Text: Bowen's *De Amicitia*.

FIRST SEMESTER

COURSE 3 (a)—*Agricola* and *Germania* of Tacitus.

The *Agricola* of Tacitus is a eulogistic biography, constructed on orthodox rhetorical lines. Study of author's style.

Text: Gudeman's *Agricola* and *Germania*.

SECOND SEMESTER

COURSE 3 (b)—The *Odes* and *Epodes* of Horace.

Selections taken from the *Odes* and *Epodes*, *Ars Poetica*. The life and personality of the author as poet, philosopher and literary critic will receive attention.

Text: Bennett & Rolfe's *Complete Works of Horace*.

English

PROFESSOR WHYTE, MISS COWDRICK, MISS BURRISS.

Composition

MISS BURRISS, MISS COWDRICK

In all this Department, the purpose is to make the study of our language practical and enjoyable. Rules and definitions occupy a subordinate place in the course, while the actual work of writing is given first place. It is believed that the affirmative method is better than the negative; that is, that one learns to write by practicing and by reading good literature

rather than by emphasizing faults to avoid. Special attention is given to oral English. The four-fold purpose of this department cannot be better expressed than in the words of one of the text books used, namely:

(1). To give continually increasing power in original composition.

(2). To give training in the habits of accuracy in mechanical form.

(3). To develop an interest in good literature.

(4). To stimulate interest in the affairs of the world.

COURSE I. Required of Freshman.

This course provides a large amount of material for written work, thus combining a minimum of theory with a maximum of practice. It is in this study that the pupil is, especially trained in the habits of accuracy in mechanical form through a study of the sentence, the paragraph, and the composition, all three governed by the same laws of unity, coherence, and emphasis. Especial attention will be given to the individual conferences concerning the written work, for we believe that it is through the individual work that the best results accrue.

Two hours per week, Second Semester.

COURSE II. Required of Sophomores. Prerequisite Course I.

The purpose of this course is to train students in easy and effective writing and speaking of English prose. Special study is made of description and narration, and weekly themes on topics of immediate interest are written. Informal speeches and oral reports will be required. Conferences are continued in this course.

Two hours per week, First Semester.

COURSE III. Required of Juniors.

✓ This course meets the demand for instruction in practical composition, oral and written. Frequent themes and just as frequent oral reports from the best current magazines, as well as formal and informal talks and debates, are required. The first Semester, description and narration are reviewed briefly and special emphasis is given to exposition and argumentation. The second Semester, the short story is studied, its history and principles. Specimens from standard authors and magazines are read and critized. Exercises in the art of story writing and the informal essay are given. Inspiration is gained by reading excerpts and entire books by standard authors, and expression is encouraged through the channel of the various kinds of composition.

Two hours per week throughout the year.

COURSE IV. Open to Juniors and Seniors (Miss Cowdrick).

This course is planned especially for those interested in the practical problems of composition and in the attainment of a polished, interesting, and individual style. Composition is presented as an art. Its technique is treated. Individual attention is given and self-criticism is taught. Advanced study of versification will be emphasized.

Two hours a week, First and Second Semesters.

COURSE V. Teachers' Course.

This course will consist of a re-view of grammar and is especially designed for those who expect to teach English in the Elementary and Secondary schools. Part of the Second Semester will be given to the study of methods, including: Methods of treating works named in the Uniform Entrance Requirements in English; supplementary reading

for pupils and teacher; the use of the school and the public library; problems of oral and written composition; the relation of grammar to composition and literature.

One hour a week, First and Second Semesters.

No credit for graduation.

Open only to Seniors.

Literature in English

PROFESSOR WHYTE

COURSE 1.—

Required of Freshmen, first semester, two hours per week. An outline review of American Literature and a special study of representative authors. Bronson's American Prose and Poetry.

COURSE 2.—

Required of Sophomores second semester, two hours per week. A rapid review of English Literature and a special study of Nineteenth Century Poetry from the Bronson collection.

Literature in English

MISS COWDRICK—MISS BURRISS

1922—1923

COURSE 3.—History of English Literature.—(Miss Cowdrick).

Three hours first semester.

The development of English Literature is traced from its beginning to the present time. History in its relation to literature is the setting.

COURSE 4.—Chaucer and Milton.—(Miss Cowdrick).

Three hours second semester.

This study seeks to interpret the spirit of the men and the age in which they lived.

COURSE 5.—The Development of the Drama.—(Miss Burriss).

Three hours first semester.

Beginning with the Greek Drama, stage setting, equipment, and technique are presented. Representative plays through the Elizabethan period are studied.

COURSE 6.—The British Novel.—(Miss Burriss).

Three hours second semester.

Culture of the Art of fiction. Study of representative British authors.

COURSE 7.—Shakespearean Drama.—(Miss Cowdrick).

Three hours first semester.

The earlier plays, comedies, historical plays, and tragedies up to Shakespeare's middle period. A study of the play as a whole is followed by an analysis of its structure and technique and concluded by an intensive study of the chief characters. Modern application.

COURSE 8.—Modern Literature.—(Miss Cowdrick).

Three hours second semester.

Essays, Stories, Plays and Poems are selected. The tendency of Modern literature is considered. Comparisons are made, criticism is constructed.

COURSE 9.—(Miss Cowdrick).

Two hours second semester.

Browning.—Open to Seniors and Juniors.

1923-1924

COURSE 10.—Literature of the Bible.—(Miss Cowdrick).

Three hours first semester.

It is the purpose of this course to impress upon students that the Bible as it is the most sacred is also the most interesting of literature. Moulton's Modern Readers Bible.

COURSE 11.—Shakespeare's Later Period.—Miss Cowdrick).

Three hours second semester.

The greater tragedies and a few of his later comedies are studied. For further description see Course 7.

COURSE 12.—The Development of a Drama—A continuation of Course 5.—(Miss Burriss).

Three hours first semester.

Study of the Modern drama, American and English. Translations from French, Italian, and other playwrights will be included in the Course.

COURSE 13.—The American Novel.—A continuation of course 6.—(Miss Burriss).

Three hours second semester.

Outline of the Art of Fiction. Representative American authors are studied.

COURSE 14.—Nineteenth Century Prose.—(Miss Cowdrick).

Three hours first semester.

This course includes a study of Carlyle, Ruskin, Matthew Arnold, and others of this period, and emphasizes their message for today.

COURSE 15.—Tennyson and Browning.—(Miss Cowdrick).

Three hours second semester.

It is the purpose of this course to inspire those who consider graduation, not as a goal, but the starting point of a culture with which the leisure time of their entire lives may be filled. Interpretation through reading aloud.

Mathematics.

PROFESSOR DUNFORD

Freshman Year**FIRST SEMESTER****COURSE 1 (a)—Solid Geometry.**

To enter this class the student must have successfully completed the five books of Plane Geometry.

This course will embrace the study of lines and planes in space, polyhedrons, cylinders, cones and spheres. Special emphasis will be placed throughout upon original proofs and the solution of numerical problems.

SECOND SEMESTER**COURSE 1 (b)—Plane and Spherical Trigonometry.**

This course will embrace the development of Trigonometric formulas, the solution of triangles with and without logarithms, and the application of trigonometry to various practical problems.

Sophomore Year**FIRST SEMESTER****COURSE 2 (a)—College Algebra.**

A review of the fundamental principles of Algebra, complex numbers, imaginaries, the progressions; permutations, determinants, infinite series, theory of equations, graphs.

SECOND SEMESTER**COURSE 2 (b)—Plane Analytics.**

Loci, the line, the circle, systems of co-ordinates, the parabola, ellipse, hyperbola, higher plane curves, general equation of the second degree, with a unified view of mathematics to this point of study.

THE SCIENCES

MISS KENYON

Biology

FIRST SEMESTER

COURSE 1 (a)—General Biology.—Two hours.

This course includes lectures; recitations, laboratory and field work. The aim of this course is to give some knowledge of the functions of living organisms; movement, nutrition, respiration and reproduction; the interrelations of plants and animals and their common interests; the factors of organic evolution, the essential principles of heredity and the evolution of animal behavior. The application of biological knowledge to the practical affairs of life, and what will best serve the student's needs are constantly kept in mind. It is intended so to shape and present the work to the student as to extend her acquaintance with nature and to invite thinking. There is an attempt to develop an interest that will humanize the study of living things in terms of appreciation and purpose.

SECOND SEMESTER

COURSE 1 (b).

Continuation of Course 1 (a). Each pupil is provided with the necessary things for making a detailed study of typical specimens from each of the principal groups of plants and animals with reference to their structure, functions and development. The results of these studies are carefully tabulated and kept in note books. This course will be supplemented with lectures and field excursions as the instructor in charge may see proper.

Physics—Two Hours.**FIRST SEMESTER****COURSE 1. (a).**

This course includes recitations and laboratory work and is a study of mechanics, molecular physics and sound. Especial emphasis is given to the practical aspects of the subject without subordinating the fundamental principles.

SECOND SEMESTER**COURSE 1 (b).**

A continuation of course 1 (a) including the study of light, heat and electricity. The recitation work and laboratory work will be carried on in the same manner as during the first semester.

Chemistry—Three Hours**FIRST SEMESTER****COURSE 1 (a).—General Chemistry.**

The fundamental laws and facts of Inorganic Chemistry together with enough Organic Chemistry to give an idea of the opportunities open to the creative chemist are presented thru lectures, recitations and laboratory work.

SECOND SEMESTER**COURSE 1 (b).**

A continuation of Course 1 (a).

Household Chemistry—One Hour.**FIRST SEMESTER**

This course is designed to show the importance of chemistry in the home. The work will be carried on in the laboratory so that conclusions will all be drawn from experiments actually performed by the student. Quizzes will be given occasionally as a check upon laboratory work and outside reading.

SECOND SEMESTER

A continuation of the first semesters work.

HYGIENE AND FIRST AID.

OLGA V. PRUITT, M. D.

MISS CADE, R. N.

REQUIRED FRESHMAN CLASS—

One hour a week throughout the year.

General Health Lectures. Things every girl ought to know. Required of first year students.

Red Cross Courses—"Home Hygiene and Care of the sick"; also "First Aid". Complete course given under instruction of College Nurse and Physician.

Practical demonstration and experience in First Aid Measures. Red Cross Certificates in each course awarded to those successfully passing the examinations.

HISTORY AND POLITICAL SCIENCE

MISS McINTOSH

HISTORY I.

Three hours a week first and second semesters.

A study of medieval Europe with special emphasis upon the institutions of Middle Ages, such as Feudalism, the Church and a comparative study of beginning of great powers of Western Europe is followed by a careful survey of Renaissance period.

HISTORY II.

Three hours a week first semester.

(a) A detailed study is made of the course of Protestant Revolt, of religious wars in France and Germany, of struggle between King and Parliament in England and development of parliamentary government.

(b) (Second Semester).

This course is devoted to a study of the ancient regime in Europe, the intellectual and industrial advance of eighteenth century, the great social and political changes wrought by French Revolutions and Napoleon as a military genius and as a statesman.

HISTORY III.

Two hours a week (First and Second Semester).

Beginning with Congress of Vienna, a study is made of spread of democracy in Europe, unification of Italy, the building up of German Empire. Special emphasis is placed upon questions on the the racial, political and commercial conditions responsible for World War.

HISTORY IV.

Three hours a week (First and Second Semester).

After a brief review of early history of colonies, a study of the formation and development of the Constitution of United States, of party differences, of growth in democracy, of industrial question and of progress from isolation to world power is made.

HISTORY V.

One hour a week (First and Second Semester).

Though effort is made in every course to stimulate interest in present day affairs special attention is given in this class to questions of national import in our country and questions of the day in the world, and as far as time permits this is made more than a "Current Events" class and the *raison d'être* of present day conditions is studied.

HISTORY VI.

Two hours a week (First Semester).

(a) A study of Latin American conditions in nineteenth and twentieth centuries, ie., change from colonial rule to independence, subsequent political and economic situation, stressing especially relation to United States.

(b) (Second Semester).

A comparative study of existing governments prefaced by a brief summary of principal theories of government and with special stress laid upon recent developments in democracy.

History I required of Freshman—Other courses open to those who have completed History I.

History III. and History VI offered alternately.

PROFESSOR WHYTE

FIRST SEMESTER

COURSE 8 (a)—Sociology.

An introduction to general Sociology. This course begins with a study of social origins, then takes up the principles of general Sociology, applying them to a number of concrete problems which concern the family, the state, school, and other institutions.

SECOND SEMESTER

COURSE 8 (b)—Economics.

This course is designed to acquaint the student with the fundamental laws concerning wealth getting and distribution. A study will be made of the problems that arise between labor and capital.

Required for B. S. Degree.

OUTLINE OF COURSES OFFERED IN THE SCHOOL OF EDUCATION 1922-23.

MISS FOX

FIRST SEMESTER

	Hours
General Psychology -----	3 Req.
Educational Psychology -----	3 Req.
Teaching and Supervision of History and Civics -----	3 Req.
Community Organization 2 Rec. 1 Lab. ----	3 Elec.
Nature Study, 2 Rec. 1 Lab. -----	3 Elec.
Geography of the Lands, 1 Rec -----	1 Elec.

SECOND SEMESTER

Psychology of Childhood -----	3 Elec.
Special Methods -----	3 Elec.
Ethics -----	3 Req.
Community Organization, 2 Rec. 1 Lab. ----	3 Elec.
Regional Geography -----	1 Elec.
Nature Study, 2 Rec. 1 Lab. -----	3 Elec.

1923-24

FIRST SEMESTER

General Psychology -----	3 Req.
Educational Psychology -----	3 Req.
Teacher Training, 2 Rec. 1 Observ. -----	3 Elec.
History of Education -----	2 Elec.
Teaching the High School Subjects -----	2 Elec.
Geology -----	2 Elec.

SECOND SEMESTER

Principles of Education -----	3 Req.
Special Methods -----	3 Req.
Ethics -----	3 Req.
Teacher Training -----	3 Elec.
Astronomy -----	2 Elec.

Philosophy

FIRST SEMESTER

COURSE 1 (a)—General Psychology.

A thorough course covering the field of general psychology, all the phenomena and conditions of mental life. The various mental states are discussed, defined and classified. Neurology is emphasized. Psychic laws are examined and explained. Collateral reading and written reports will be required. Open only to juniors and seniors.

Text: Pillsbury, The Fundamentals of Psychology.

SECOND SEMESTER

COURSE 1 (b)—Ethics.

This course aims to present the fundamentals of theoretical and applied ethics. It is a study and discussion of moral life; what is the good life; origin of morals, origin and nature of conscience, right and wrong, standards of value, practical rules of conduct and good citizenship. Open only to juniors and seniors.

Texts. Drake, Problems of Conduct.

Davis, Essentials of Ethics.

COURSE 2—Applied Philosophy.

A history and discussion of the chief philosophic systems and theories, with criticisms regarding their practical application. An ideal and practical moral standard will be sought. Militarism, intellectualism, materialism and higher criticism will be discussed. Contemporary ethical problems will receive especial attention. Lectures and written reports.

Education

It is the purpose of Anderson College to give a thorough two-years normal course with a view of increasing it in a very short time to a four-year course.

The work of this Department is two-fold in its scope, being designed to meet both a practical demand and a cultured need. With the progress of the development of the public schools in this State, there has sprung up a demand for trained and efficient teachers. There is a tendency to import teachers who have had advantages of training in the co-educational universities of the North and West. In introducing this Normal Training course, Anderson College will be filling a need.

Again, whether or not she expects to teach as a profession, every young woman, in home, in the Sunday School, in the further development of her own intellectual and spiritual life, she should be familiar with the principles that underlie and are essential to successful teaching. She must frequently be her own teacher, after graduation from college, if her intellectual growth is to continue. As a Sunday School teacher, as a mission worker, as an older sister in the home, or as the head of her own household, she needs knowledge of child psychology to meet this demand and the demand of public school teachers, teachers for our high schools and academies.

It is essential that those who expect to teach should know some of the principles underlying their profession. The country is now in need of teachers with professional training, those who know something of the fundamentals upon which good teaching is based.

As women deal either directly or indirectly with the training of children, the following courses should be of some general value. These courses are open to all students who offer the sufficient number of units for entrance. The work outlined requires two years for completion.

FIRST SEMESTER

✓ COURSE 1 (a)—Educational Psychology.

It is hoped that this course may prove useful to those who are preparing themselves to enter the teaching craft. The text used for class room study has been written with a distinct recognition of the immaturity and inexperience which these beginning teachers represent. A careful study is made of psychological principles as formulated in terms of conduct and behavior. The topics are treated as concretely as possible, with a wealth of illustration drawn from the practical affairs of life. Open only to juniors and seniors. Required.

Text. Educational Psychology. Thorndike.

Required readings: Colvin. The Learning Process; James, Talks to Teachers; Kirkpatrick, Fundamentals of Child Study; O'Shea, Education as Adjustment.

SECOND SEMESTER

✓ COURSE 1 (b)—The Principles of Education.

This course is intended to present a systematic and comprehensive view of the task that is to be accomplished by the school. It covers the field commonly included under the terms, "General Method," "Theory and Practice." The course will aim to deal with principles rather than special device and method. Some of the subjects treated are: "The function of the School," "The Doctrine of Work," "Inductive and Deductive Methods of Teaching," "The Doctrine of Formal Discipline," "The Media of Instruction," etc. Open only to juniors and seniors. Required.

Text: Bagley, The Educative Process.

Required readings: McMurray, How to Study; Bagley, School Discipline; Dutton or Hollister, School Management; Strayer, A Brief Course in the Teaching Process.

FIRST SEMESTER

COURSE 2 (a)—History of Education.

A general survey is made of the most important factors in the history of education; education among the early cultured peoples; development of education in Greece and Rome; the Renaissance and humanism; the educational ideas and practice of the past with special reference to their influence upon the present time; the naturalistic movement; the psychological movement; Pestalozzi, Froebel, Herbart; the scientific movement, Spences and Huxley; recent educational and sociological tendencies in the United States; The movement for industrial education. Parallel reading and written reports.

Text: Monroe's, A Brief Course in the History of Education.

Parallel readings: Dexter, History of Education in the United States; Graves, Great Educators of the Centuries; Brown, The American High School; Buchner, Kant's Educational Theory.

SECOND SEMESTER

COURSE 2 (b)—Conduct and Function of Recitation.

The text used in this course treats the lesson from two standpoints: First, the recitation as a test of exposition. The author shows very clearly to the pupil what is to be mastered and also how this mastery is to be attained. Second, the recitation is to give the pupil occasion to prove the scope and the quality of his knowledge. Some of the topics treated are "General view of the Recitation," "The Purpose and the Essentials of the Recitation," "The Art of Study," Parts of the Recitation," etc. This course aims to be practical and present the subject with material taken from actual experience.

Text: The Recitation, by Hamilton.

Required readings: Bagley, Class Room Management; Colgrove, The Teacher and the School; Bagley, School Discipline; Brumbaugh, The Making of a Teacher.

Community Organization and Activities

A course designed for those preparing for rural school work or rural leadership. The country school teacher is more and more becoming the "Social Engineer" and "Community Manager" in the region chosen as the field of work.

Topics: Health, social problems, community surveys, the modern rural school as a social center and its co-ordination with church and Sunday School, community organization, athletic, industrial and cultural activities. Practical opportunities for social service will be a part of the laboratory work.

Texts: Smith, Our Neighborhood; Jackson, Community Organization.

Teacher Training.

Fundamental principles of Normal School Training and Class Teaching are discussed, and the best methods employed in training teachers for efficiency in the school room will be put into practice.

The physical condition of the school room, observation of skilled teachers, conferences with the critic teacher, and the critique lesson, are important factors in this course.

The project plan of organizing topics will be fully developed. Type studies as a basis for class room instruction, lesson planning and for executing class-teaching is specialized. Several large units or type studies will be worked out by the students.

Special Methods.

The principles of general method are applied more definitely in this course to the selection of materials and method of treatment of the various studies of the elementary school curriculum.

The observation of skilled teachers at work, the discussion and conference with critic teachers, and the formulating of principles of education deduced from actual class room studies and situations are planned so as to give such skilled technique in the organization of subject matter and school management that a young teacher may do good teaching at once.

The Teaching and Supervision of History and Civics.

This course will deal with the principles of teaching and the best methods of teaching history and civics in the elementary and high schools. Observation and discussion of lessons in the schools, and applying these principles studied, in relation to social and industrial life. Laboratory equipment and supervised study will be demonstrated.

Texts: Maxwell, Observation.

The Committee of Eight, The Study of History in the Elementary Schools.

Psychology of Childhood.

The purpose of this course is to give a better understanding of the physical and mental development of children during childhood and adolescence, so as to furnish a basis for a clearer interpretation of child behavior and possibilities, with special reference to their meaning for the teacher.

The course includes a study of heredity, environment, innate tendencies and capacities, morality, individual differences and their function in child development.

Practical applications to school work are made.

Text: Kirkpatrick, Fundamentals of Child Study.

Teaching the High School Subjects.

A study of the principles of secondary education and the aim for specific instruction in the several branches of the curriculum.

This course is intended to give those preparing to teach or serve as high school principles a thorough understanding of the problems of secondary education and how they are being solved.

Text: Johnston, The American High School.

Required Readings:

Bagley, The Cardinal Principles of Secondary Education.

Bagley, A Plea for the Definite in Education.

Inglis, Principles of Secondary Education.

Snedden, Problems of Secondary Education.

Hollister, High School and Class Management.

Astronomy.

This course treats in a popular way with the most interesting elements of the subject and includes; the Sun, the Moon, the Planets, the Constellations; Comets and Meteors; the structure of the universe and the cosmogony of the earth: Assignments in Astronomical texts and periodicals; observation.

Nature Study.

This course is planned for teachers who wish to teach children about their environment and who desire to use a knowledge of nature for vitalizing and illustrating the formal courses of the school.

The field work will include the collecting and preservation of insects and botanical specimens. Topics: Trees, Flowers, Birds, Butterflies, insects, physical nature study, methods of presentation of nature study and correlation with other work.

Geography of the Lands.

✓ This course includes a study of physical conditions, soil formation and preservation, geological periods, chemical and mechanical agents at work, contour, the laws governing weather conditions, and the geographic factors which have influenced the settlement and development of North America. There will be practice in securing geographic data.

Field trips, observation, written reports and a study of method in teaching geography will be made.

Regional Geography.

This course is intended to give a thorough study of North America with special emphasis placed on the physical conditions, and natural and economic resources which makes possible future development.

The South will be especially studied as a region favorably situated and possessing natural resources and climatic conditions as favorable factors governing human and industrial development. A few trips to study local conditions will be taken. The principles of teaching geography will receive practical application.

DEPARTMENT OF MODERN LANGUAGES.

The purpose of the work in this department is to give the student a **practical** knowledge of the language she studies; to develop the power of literary expression; to broaden the mind and cultivate the taste by an introduction to the best literature of the language. Careful attention is given to grammar, conversation, translation, reading and composition.

No credit is allowed for less than two years work in any language, on the completion of which, other courses in the same language are open to the student

as electives. The student, however, is strongly urged to continue throughout her entire course the language she begins with.

French

PROFESSOR VON HASSELN

MADemoiselle BRETON

✓ COURSE 1.—For Beginners.

Special emphasis is placed upon correct (Parisian) pronunciation, grammatical construction, conversation and the acquisition of a vocabulary. Three hours a week.

✓ COURSE 2.—Elementary French (Second Year). A continuation of Course 1.

It includes the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical sketches. Three hours a week.

✓ COURSE 3.—Intermediate French (Third Year).

Composition, letter writing and conversation are stressed in this course, which includes also the reading of from 400 to 600 pages of French of ordinary difficulty.

✓ COURSE 4.—Advanced French (Fourth Year).

The reading of from 600 to 1000 pages of standard French, classical and modern. At the end of the Advanced Course a student should be able to carry on a simple conversation in French.

German.

PROFESSOR VON HASSELN.

COURSE 1.—For beginners.

Special emphasis is placed upon correct pronunciation, grammatical construction, conversation and the acquisition of a vocabulary. The reading

of from 100 to 200 pages of graduated texts from a reader. Easy dialogue or narrative prose. Three hours a week.

COURSE 2.—Intermediate German (Second Year). A continuation of Course 1.

It includes the reading of about 500 pages of standard literature in prose and poetry, and reference readings of the lives and works of the great writers studied. Three hours a week.

Spanish.

PROFESSOR VON HASSELN

COURSE 1.—For Beginners.

Special emphasis is placed upon correct pronunciation, grammatical construction, conversation and the acquisition of a vocabulary. The reading of about 100 pages of easy Spanish prose. Three hours a week.

COURSE 2.—Intermediate Spanish. (Second Year). A continuation of Course 1.

It includes the reading of about 200 pages of modern prose in the form of stories, plays, historical or biographical sketches. Three hours a week.

COURSE 3.—Advanced Spanish (Third Year).

Composition, letter writing and conversation are stressed in this course which includes also the reading of from 400 to 600 pages of standard Spanish, classical and modern.

COURSE 4.—A Course in Spanish Commercial Correspondence.

Practical considerations connected with Spanish instruction in this country suggest a course for the training of students in commercial correspondence and usages. This is primarily a busi-

ness course, and will include composition, translation, reading and conversation in their relation to business usages. Course 4 may be elected instead of Course 3 on completion of the second year.

THE SCHOOL OF BIBLE AND CHRISTIAN SERVICE

PROFESSOR DUNFORD

The management of the College has the settled conviction that a Christian institution of learning ought to be Christian through and through, and the courses of study offered should be such as to develop not only the mental powers of the student but the spiritual as well. The study of the Bible is emphasized, therefore, for its cultural value, for its influence in developing Christian character and for the purpose of equipping the student to take an active part in the work of the church at home and for the larger phases of the work of the Kingdom. The approach to the Bible will be in the devotional spirit with the consciousness always that it is the word of God.

Since religious teaching and training have been so largely turned over to the Sunday School, and since it has become one of the mightiest agencies for the evangelization of the world and for the developing and training of the forces for Christian Service, the college devotes two years to this work, giving the major part of the time to a mastery of modern Sunday School work and methods.

The courses in the Bible and Christian Service have been so arranged and articulated that students who complete these courses will be awarded the full or "Blue Seal Diploma" by the Sunday School Board of the Southern Baptist Convention and a certificate for the B. Y. P. U. course.

Two years are given to the work of each department of this "school," and the full work of the school is required for the A. B. degree.

Freshman Year.**FIRST AND SECOND SEMESTERS****COURSE 1—The Old Testament.**

The work of this class will be directed to accomplish four things during the year. (1) To get a clear and consecutive view of the Old Testament history. To do this the history of the Hebrew race and its institutions as told by the inspired writers will be followed as the main study. (2) The personality and the messages of the great Hebrew leaders will be studied in their settings and under the special conditions with which they had to deal. (3) As much time as possible will be given to the study of the books of the Old Testament with a view to familiarizing the student with the purpose and the messages of the books. Emphasis will be given at the proper time to the study of the poetical books as well as to the historic and the prophetic books. (4) The teacher will seek to familiarize the pupil with the development of the Messianic hope with the purpose of showing the preparation of the world for the advent of the Redeemer.

Two hours a week throughout the year.

Sophomore Year**FIRST SEMESTER****COURSE 2. (a)—Sunday School Pedagogy. (Christian Service).**

The first semester will be devoted to a thorough study of the modern Sunday School. The work will comprise Standardization, Organization, Equipment, Qualifications and Duties of Officers and Teachers, Laws of Teaching, "Pupil Life," and a bird's-eye view of the whole Bible History. The New Convention Normal Manual will be the textbook. On the successful completion of this book

the student will receive from the Sunday School Board of the Southern Baptist Convention "The King's Teacher" Diploma.

SECOND SEMESTER

COURSE 2. (b)—Continuation of Course 2 (a).

This semester will be given to a fuller study of the different departments of the larger or "departmentized" Sunday School; "Organized Classes"; and demonstration work in the organization and management of both the smaller and the larger Sunday School. The text-books used will be from the course offered by the Sunday School Board of the Southern Baptist Convention. Each book successfully completed will entitle the student to a seal for her diploma.

Two hours a week throughout the year.

Junior Year.

FIRST AND SECOND SEMESTERS

COURSE 3.—The New Testament.

The work of this class will be directed along four lines. (1) Introductory. The political, social and religious life of the Jews preceding the advent of the Redeemer will be studied, together with the geography, manners and customs of Palestine with a view to preparing the student for an intelligent approach to New Testament conditions. (2) The life of Christ will be studied as it is recorded in the four gospels. In this work a harmony of the gospels will be the text-book. (3) The development of Christianity, as it is presented in the Acts and in the Epistles, will be followed with a view to familiarizing the pupil with the growth of Christianity during the Apostolic age. (4) A careful study will be made of some two or more

books of the New Testament together with the leading characters of the whole book.

Two hours a week throughout the year.

Senior Year.

FIRST SEMESTER

COURSE 4.—Christian Service.

The major part of the first semester will be devoted to a study of the origin and development of Sunday Schools as set forth in the Jewish economy, the Apostolic churches and those of succeeding centuries, and culminating in the fully organized and equipped modern Sunday School. The large place of Teaching in Kingdom work will be clearly brought out.

SECOND SEMESTER

The greater part of the second semester will be given to a study of Christian History. "The Course of Christian History", by Dr. W. J. McGlothlin, will be the text-book. This work will be followed by a thorough study of the B. Y. P. U., with demonstrations in the proper organization and conduct of the Union. The four Unions in the college will furnish ample and continual training in the principles, work, and benefits of the B. Y. P. U.

In the latter part of the semester the organizations of the denomination, such as the "W. M. A.", the "Y. W. A.", the "R. A's", etc., will be studied with special reference to the organizing and conducting of these various activities.

This whole year will be demonstration year in the unions, organizations and activities of the denomination.

The President's Chapel Hour

This is a vital feature and factor in the educational values of Anderson College. Dr. John E. White, the President, brings together the College, including all members of the faculty and student body, three days each week for thirty minutes. It is the inspirational hour of the College life. The College Chorus leads the processional from the halls and the gathering is dignified and emphatic of order and interest. The addresses of the President cover a wide range of literature, politics, morals and religion. Once each week the student is brought face to face with world affairs. The unanimous judgment of faculty and students would doubtless appreciate the President's chapel hour as an incomparable opportunity. It is the heart-throb of the institution. The tribute of Alumnae in years to come will reckon it among the profoundly constructive influences of their College careers.

College credit of one hour is given to all students who hand in outlines of Chapel Talks.

B. S. DEGREE IN HOME ECONOMICS.

Four year course leading to a B. S. Degree in Home Economics:—

	Hours
Home Economics -----	18
English -----	6
Modern Language -----	6
History -----	3
Math I. -----	3
Educational Psychology -----	3
Biology -----	3
Sociology -----	3
Chemistry -----	3
Physiology and Hygiene -----	1
Bible -----	4
Elective -----	8
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~~Physical Training as Elective—2 Credits~~

FRESHMAN YEAR:

	Hours
English I. -----	3
Chemistry -----	3
Math I. -----	3
Physiology and Hygiene -----	1
Modern Language -----	3
H. E. I. Principles of Clothing and Hand- work -----	2
	15

SOPHOMORE YEAR:

	Hours
English II. -----	3
Biology -----	3
Bible -----	2
Modern Language -----	3
H. E. II. Cookery -----	2
H. E. III. Elementary Dressmaking -----	3
H. E. IV. Household Administration. -----	2
	<hr/> 18

JUNIOR YEAR:

	Hours
History -----	3
Educational Psychology -----	3
H. E. V. Advanced Dressmaking -----	3
H. E. VI. Home Cookery and Table Service -----	3
Elective -----	3
	<hr/> 15

Electives to be chosen from the following group:

Physics -----	3
Household Chemistry -----	1
Reading Aloud -----	2

SENIOR YEAR:

	Hours
Sociology -----	3
Bible -----	2
H. E. VII. Millinery (2nd semester) -----	1
H. E. VIII. Dietetics -----	2
Elective -----	6
	<hr/> 14

Electives to be chosen from following group:

History III. -----	3
Ed. (H. E. Methods) -----	2
Sight Singing -----	1
Current Events -----	1
Geography of Europe -----	1

The aim of the Home Economics Course is to teach the student to discover means of economizing materials, time and energy in order that she may reach the highest possible degree in efficiency in the control of household matters. It fits her for service in the home and in the community, and enables her to graciously and completely assume the responsibility of directing others. It enlarges her desire for harmony in color, form and sound, while it establishes a determination to plan for those things which promote for peace and welfare of the family.

HOME ECONOMICS—ART

MISS GASSAWAY

HOME ECONOMICS I.—Principles of Clothing and Handwork. Freshman Course—4 hours a week

The purpose of this course is to teach the girl enough fundamental principles of sewing, budget making, and personal hygiene to enable her to take care of her own wardrobe and to assist in the family expenses.

A textile study of cotton materials suited for clothing is taken up so that judgment may be used in the selection of materials for certain garments. Garment construction is made the basis for hand work, machine work, finishes, methods of construction, etc., in order to develop skill in handling materials. Both drafted and commercial patterns are used. A complete suit of underclothes, and a costume, including a dress and hat, are made during the year.

HOME ECONOMICS III.—Elementary Dressmaking.

One lecture period and two laboratory periods per week. In the lecture work a study of the textile fillers in regard to spinning, weaving, manufacturing finishing of cotton, linen silk, wool and

other important fibers is taken up. Simple microscopical and chemical tests are made of fibers so that identification may be used in buying materials.

In the laboratory a dress form is prepared to measurements, and on this form, garments are constructed in the different fabrics. The making of a blouse, shirt, infant's dress, afternoon dress—and the making over of a dress are required. Costume design is emphasized. (H. E. I., or equivalent prerequisite).

MOME ECONOMICS V.—Advanced Dressmaking.

One lecture period and two laboratory periods a week.

In the lecture work an elementary course in textile chemistry is given. The major and minor fibers are studied. First, under the microscope and then chemically—a complete set of textile cards is made out, studying the identification, durability, costs, etc., of, at least, fifty different materials.

In the laboratory, work on the dress form in garment construction is continued. Drafting and designing of costumes are worked out in connection with principles of construction. This course is a continuation of H. E. III with the purpose of developing of skill in handling materials.

H. E. I and III, or their equivalent prerequisites.

HOME ECONOMICS VII.—Millinery.

Four hours per week (second semester).

The purpose of this course is to give the student sufficient knowledge and skill to enable her to select and make her own hats.

Requirements:

1. Cut paper hats, taking up the fundamental styles, then a study of type faces and the lines in hats becoming to these type faces.
 2. Make soft hat from pattern for herself.
 3. Cover buckram frame with velvet or satin.
 4. Make willow frame and cover with straw.
 5. Wire work—Practice in frame work until sufficient skill is acquired to make frame.
 6. Making transparent hat on wire frame.
 7. Flower making, bow making and trimming.
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HOME ECONOMICS—SCIENCE.

MISS DANIEL

HOME ECONOMICS II.—Elementary Cookery and Foods. One hour lecture, three hours laboratory, two hours credits.

The purpose of this course is to give a working knowledge of the general principles of cookery and the application of these principles to a wide range of food materials with the discussion of their composition and place in the dietary.

HOME ECONOMICS IV.—Household Administration, 2 hours lecture, 2 credits.

This course consists of a study of house planning, furnishing and decoration. It also includes plumbing equipment, and care; laundry equipment, materials and work; principles involved in caring for a house; sanitation; systematic planning of daily routine; household accounts and division of income.

HOME ECONOMICS VI.—Advanced Cookery. One hour lecture, 4 hours laboratory, 2 credits.

A continuation of elementary cookery with special stress laid upon home cookery and table service.

HOME ECONOMICS VIII.—Dietetics. Two hour lecture, one hour laboratory, three credits.

In this course, a detailed study of the fundamental principles of nutrition is presented. The chemistry and physiology of digestion, metabolism and its products, the energy value of foods and the nutritive properties of the proteins, fats, carbohydrates and ash constituents are studied. The requirements of the individual in health and disease throughout infancy, childhood, adolescence adult life and old age are considered and typical dietaries planned for each case.

HOME ECONOMICS IX.—Teaching of Home Economics in Elementary and High Schools. Two hours (lecture or practice teaching) 2 points.

In this course the students are given methods of teaching Home Economics. The work consists of discussions of the course of study, lesson plans, equipment for the laboratories and books best adapted to the pupils. During the first semester, the work is confined to sewing. The second semester is given to cookery and the course includes practice teaching and demonstration cookery.

THE DEPARTMENT OF MUSIC.

Recognizing music as an essential element in a liberal education, and the necessity for providing adequate means for study under conditions conducive to the best work, the School of Music offers courses the aim of which is to lay a foundation of musical knowledge of a two-fold nature, giving students the power to appreciate music in a general way, and also to furnish the technical training necessary for the professional practice of music.

As a vocation, music has become one of the most important forms of professional life. As an element of mental discipline, as a means of intellectual growth, and to develop a love for the beautiful, music is being recognized as equal to any of the accepted studies of the College courses. Pupils are urged to avail themselves of the unusual facilities here presented for acquiring that symmetrical culture which results from the study of literature and music together.

Anderson College is in the front rank in the matter of upholding all legitimate efforts at standardizing the teaching of music.

The management takes satisfaction in announcing that the Art Publishing Society at St. Louis—the Society that publishes the “Progressive Series of Piano Lessons,” of which such musicians as Godowsky and Hofmann are among the editors—has made Miss Cronkhite one of the examiners for teachers in South Carolina since she has successfully passed the four Normal Examinations given by the Society.

Any students now taking the “Progressive Series” at their homes under authorized teachers will receive full recognition and credit for their work at Anderson.

Department of Pianoforte

MISS CRONKHITE—MISS DENMARK—MISS HALL—MISS TUTTLE—MISS BOWIE—MISS PATTISON

The course of study in the Pianoforte includes all grades of study and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

The technical training is conducted along well established lines. The principles employed are such as careful observation have found to be in accord with the best concert tradition and such as are in actual usage by the representative professionals of today.

Practice Claviers are provided and will be used at the discretion of the teacher, when deemed advantageous to the pupil. The instrument has received the endorsement of leading artists, teachers and conservatories, not only in this country, but in Europe. While it does not serve as a substitute for brains, the right use of the Clavier often results in a greater technical progress than can be made by any other known means, inasmuch as it facilitates the concentration of the pupil's attention upon each point in turn necessary for the mastery of the keyboard.

The Dunning System of Improved Music Study For Beginners

In teaching children, the difficult facts of music study must be presented in the form most appreciated by the child mind, without having the lessons degenerate into play hours and yet make them a pleasure to the child. This is the problem which has been so successfully solved by Mrs. Carrie Louise Dunning. The object of the Dunning system is to teach the child or beginner the scientific rudiments of music in the most

natural and interesting manner and to endeavor to efface the difficulties which have heretofore confronted the child during the first years of music study and to supplement that which will nourish and develop the child nature from all sides; spiritually, mentally, and physically. By the kindergarten idea as carried out in this system, we mean, teaching the truth by symbols, that by these means each lesson shall contain something to do and something to remember, and at the conclusion to glean from the child an intelligent expression of what she has learned. Some of the facts are expressed in verse, since rhythmical forms are more easily retained than prose rules. Games have been invented which lead immediately from one point to the next and take away the drudgery of learning facts and the work proves to be fascinating to both teacher and child.

In addition to the technical test required to enter these classes, the following work must have been satisfactorily presented:

Minimum Requirements

FRESHMAN—

Bach-Faeltton—20 Little Studies.—6.

Five Studies of the grade of Duvernoy op. 120.

Two movements of a Sonatina.

Two pieces of Freshman grade.

SOPHOMORE—

Bach, Little Preludes—6.

Two movements of a Sonata of Haydn or Mozart.

Five pieces—at least two of which must be Sophomore grade.

JUNIOR—

Bach—Two Part Inventions—6.

Two movements of a Sonata of Beethoven.

Five pieces—at least three of which must be of Junior grade.

SENIOR—

Bach—Three Part Inventions—6.

One French Suite.

Complete Sonata of Beethoven.

Five pieces—three of which must be of Senior grade.

Senior Requirements—besides a program given from memory—

All scales in double thirds.

Bach—Preludes and Fuges—3.

Italian Concerto—2 movements.

To study a piece in 6 days for a committee, and read a selected composition at sight.

DEPARTMENT OF VOICE

MISS STEPHENS

The course in voice culture is intended to train and thoroughly equip the pupil for artistic performance and teaching. It covers all grades of work from the most elementary, and students are prepared for church and concert work, as well as for singing in their own homes.

The course, as outlined, occupies four years. Special attention is given to breathing, breath control, clear enunciation, poise, and artistic interpretation. Students entering from other colleges will be given credit for the work they have completed, providing they pass a satisfactory test. As soon as students are sufficiently advanced, they are expected to sing at Students' Recitals. Graduates must have made at least four creditable appearances in public, during their Senior year, and are required to give a public recital at the end of that year.

Graduates in Voice must attain Sophomore grade in piano playing.

The Artist's Diploma is granted to all who complete the following course, with the literary and theory work necessary. The Teacher's Certificate will be given to Students completing the course and collateral studies, without giving the recital. The study of concert and opera repertory is taken up, in class, during Junior and Senior years.

The following are the requirements for examination at the **end** of the years indicated, and required for **entrance into** the year following:

FRESHMAN—

1. Any major scale, unaccompanied, to Ah and to Solfa syllables.
2. A simple melody at sight, unaccompanied.
3. Two studies, selected from Sieber, Marchesi, Concone, etc.
4. Three simple songs, one sacred.

SOPHOMORE—

1. Major and harmonic minor scales.
2. Any major or perfect interval above a given note.
3. Three studies, one in a minor key from Salvatore Marchesi, Panofka, Lamperti, Concone, etc. One in Italian.
4. A simple melody at sight, unaccompanied.
5. Three songs, suitable to grade, one sacred, one in French or Italian.

JUNIOR—

1. Any major and both minor forms of scale to Ah, and Solfa Syllables.
2. Any major, minor or perfect interval above a given note.
3. Arpeggios of major and minor common chords.
4. A melody at sight with modulation into keys of 2 flats and 2 sharps.
5. Three studies, major and minor, from above vocalises, one in Italian.

6. One recitative, operatic, or oratorio, from Handel, Mozart, Mendelssohn, Wagner, etc.
7. Four songs, one from oratorio, one in French, one in Italian.

SENIOR—

1. Any chromatic scale, ascending or descending.
2. Any diatonic or chromatic interval within the octave of a given note.
3. Three studies from the above vocalises, one to Ah, one to Solfa syllables, one in Italian.
4. A song of moderate difficulty at sight, (with accompanist).
5. Arpeggios of common and dominant seventh chords.
6. Sing and play the accompaniment of a song studied in Junior year.
7. To sing one modern classical song, given by teacher, three weeks before examination, studied and prepared entirely without assistance.
8. To sing two songs from the Graduating program.
9. To give a graduate's Recital which must include one operatic aria, one aria from an oratorio, and at least one group of songs by standard composers, one in French and one in Italian.

Chorus Training

The Glee Club is open to all students having good singing voices and is required of voice students in Sophomore, Junior and Senior years. One hour a week

Public School Music

The increasing demand for women trained to be teachers and supervisors of Music in the public schools has led the Administration to include such instruction in the offerings of the School of Music. This instruction given by teachers of special preparation and experience in this branch of musical education, is of in-

terest not only to the music students generally but also especially to high school, training class and normal school graduates. Many vocal students intending to teach voice culture are becoming interested in the methods class of this course which deals with the pedagogy of instruction in the rudiments of music.

The voice and piano work train the student to sing and play readily, all songs likely to come before her in her class work. Rhythm, time, notation, rote songs, song study, part-singing, tone placing, and breathing, are all given careful attention. Definite outlines are prepared which are to be used for actual grade and high school teaching.

Observation and practice teaching are important factors in the training of this course.

Candidates for graduation must have finished 14 units of entrance, College English I and II and Teaching Methods. Credentials covering any of this work elsewhere may be presented for approval.

OUTLINE OF COURSE

First Year

- 3 English I.
- 2 Preparatory Harmony
- 1 Voice-tone placing, breath control-song interpretation.
- 1 Piano.
- 1 Methods.
Development of various musical problems and teaching problems in grade and high schools; preparation of lesson outlines; detailed study of leading series of Public School. Music books and
- 2 History of Music I.
- 2 Teaching Methods.
- 2 Sight-singing.
- 3 Practice.

Second Year

- 3 English II.
- 2 Harmony I.
- 2 Sight-singing-advanced reading in three and four parts; standard choruses, cantatas and easier oratorios, musical appreciation.
- 1 Voice.
- 1 Piano.
- 2 History of Music II.
- 2 Observation and Practice teaching. Each student will be required to prepare and teach the work covered by each grade in Public School. Discussion and criticism of lessons given and observed, and of school routine and discipline will be part of the work done.
- 3 Practice.

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ORGAN

MISS CRONKHITE

To enter this department the student must have reached the grade of Sophomore in Piano. The complication of mastering the pedal key board and the art of registration make it necessary that the student be well grounded in piano technic, fingering and correct phrasing.

The object of this department is to prepare practical organists for the church service as well as concert playing.

The large two-manual Estey organ, with tubular pneumatic action, recently installed in the First Baptist Church is used by the students of the organ department both for practice and lessons. This affords a fine opportunity to master the organ in its every phase, and a better equipment for organ study may not be found in the South.

First Year

Henry Dunham's Organ School, or Lemmen's Organ School Book I.

Rink's Chorales.

Rheinberger's Trios.

George Whiting's Preludes and Postludes, Hymn tune playing, Anthems, and Masses taught throughout the year.

Second Year

Organ School, Book II.

Rink's Organ School, Book III and IV, or Lemmen's Bach's Eight Preludes and Fugues; The easier Mendelssohn Sonatas.

Third Year

Rink's Organ School, Book V, Bach's Preludes and Fugues; the more difficult Mendelssohn Sonatas.

Selections from the works of standard organ composers will be given throughout the course.

Preparation of Recital Program will partly occupy the 2nd and 3rd years.

VIOLIN DEPARTMENT.

MISS BURLEIGH

Preparatory.

Studies: Lavureux Method Book I; Gruenberg, Scale and Chord Studies; Sevcivk, Apus I, Book I; Wohlfahrt, Opus 45 and op. 74.

Pieces: Gebauer, Duos; Mazes, Duos; Easy Pieces in First Position.

Freshman

Studies: Lavureux Method Book II; Alard, Position Studies; M. Koehler, op. 51; Kayser Studies, Etudes.

Pieces: Students Concertos by F. Seitz, H. Hubar; Sonotinas by H. Sitt.

Sophomore

Studies: J. Dont, op. 38; Mazas, op. 36; Schradieck, Scale and Chord Studies; Sevcik, op. 3.

Pieces: Sonatinas by Schubert, Dvorak, and others; Concertinos by A. Seybold, H. Sitt, and others.

Junior.

Studies: Fiorillo, Etudes; Kreutzer, Etudes; Sevcik, op. I, Book 4; Halir, Scale Studies.

Pieces: Sonatas by Tartini, Corelli, Handel, Mozart; Concertos by Kreutzer, Rode, Viotti.

Senior.

Studies: J. Dont, op. 35.

Pieces: Rode, 24 Caprices; Bach, Sonatas for Violin, Sonatas (i. e., the violin parts of Sonatas for Piano and Violin), by Beethoven, Grieg, Dvorak, Brahms; Concertos by Godard, Mendelssohn, Bruch, Spohr, Bach, Beethoven.

DEPARTMENT OF THEORY

COURSE I—Solfeggio.

Drill in interval and scale singing. Time subdivisions. Dictation and part singing.

Two hours a week.

COURSE II—Introductory Harmony and Ear Training.

The formation and recognition, when played, of major and minor scales, triads, intervals, all chords of the seventh and augmented chords in close and open harmony; dictation of simple melodies and hymns, together with the elements of harmony, are embraced in this course.

Text-book, "Ear Training for Teacher and pupil." (Alchin). "Notation and Harmony" (Bussler).

Two hours a week.

COURSE III—Harmony.

This is a continuation of Course II, with figured basses and harmonization of melodies, employing the use of triads, dominant, diminished and secondary seventh chords with their inversions, modulations, altered and augmented chords. Practical analysis of chords and modulation in standard compositions.

Text-books: Jadassohn, Prout and Goetchius.

Two hours a week.

COURSE IV—Advanced Harmony and Counterpoint.

Suspensions, passing tones, organ point, harmonization of melodies and chorals, with and without figuration. Harmony completed, first semester. Second semester, simple and florid counterpoint in two, three and four parts.

Text-books: Jadassohn, Richter and Prout.

Two hours a week.

COURSE V—History of Music.

This course will give a general survey of the subject. Ancient and Greek music, the music of the early Christian Age; the development of polyphonic music; Luther's Reformation; the Italian, French and German Opera; the Oratorio; the development of instrumental music; the great Art Forms. Victrola used to illustrate.

Text-books: Baltzel and Prout.

This course is open to all students in and above the Freshman Class. It may be taken before Course III.

Two hours a week.

COURSE VI—Advanced History of Music.

Biographies of the great composers. Music of the Western Church. The Modern Music Drama.

Text-book: Dickinson's History of Music and History of Music in the Western Church.

Two hours a week.

COURSE VII—Theory of Music.

History of notation; accent (natural and artificial); rhythm; tempo; embellishments; acoustics and orchestral instruments are studied in this course, Analysis of Song and Aria Forms; Rondos, Theme and Variations; the Sonata Form; the Sonata as a whole; Preludes and Fugues.

This course may be taken before Courses IV and V.

Text-books: Elson's Theory of Music, and Prout's Applied Forms. Also Tapper's Analysis of Form.

COURSE VIII—Harmonic Tnalalysis.

The analysis of the harmonic structure of both the classic and modern music. The text-book used is Benjamin Cutter's Harmonic Analysis.

One hour a week.

Courses III, IV, V, VI, VII are electives for the B. A. degree, the maximum credit given being six hours.

Equipment.

The musical equipment of Anderson College is no complete and of such quality as to stand a favorable comparison with that of any similar institution in this country. The music building is lighted by electricity, heated by steam and well ventilated. The studios and class rooms, as well as the practice rooms, are adequately furnished; the music store is always stocked with all grades of music; the chapel, including the balcony, has splendid acoustic properties and will seat about 800 people.

Concerts.

The students have frequent opportunities of hearing noted artists in concert, which is of incalculable benefit to those pursuing a musical education. Music students

are expected to attend all concerts given under the auspices of the school.

Recitals are given at intervals during the session by the Music Faculty, which are free to all students.

Students' Recitals.

Students' recitals are held Thursdays at five o'clock. All music students are required to attend and take part in them when requested to do so by their teachers.

All students' recitals are under the direction of the Dean, who will arrange the programs with the teachers whose students are to take part in them.

The MacDowell Music Club of the College is for those studying in any department of music, and is a required part of their work. It meets once a month and all subjects of a musical nature are freely discussed. Question boxes, current music topics, special recitals given before the Club are among the features enjoyed. It is one of the most lively of the several Societies of the College, stirring up interest in music along all lines and is a means of growth in culture among the students.

Graduation Requirements for the Artist Diploma

In addition to the required literary and theoretical work, a candidate for Graduation in Piano, Violin, Organ or Voice must give from memory and in a creditable manner a public Recital from standard works selected by her Professor and satisfactory to the Dean of the Department. A Teacher's Certificate will be given to students having completed the Literary and Theoretical work together with the course in Piano, Organ, Voice or Violin through the Junior year and are not required to give a public Recital.

All students who present themselves as candidates for graduation must offer 15 units for entrance; however, at the discretion of the classification committee, students may begin to specialize in Music before they have completed their entrance work. Anderson College takes a liberal policy as to what these subjects

may be. The student may substitute at the advice of the Dean some subjects more congenial to her. For instance, she may not have completed the full amount of units in Mathematics—an equal amount of work offered in Science, History or Language will be accepted.

**Required Work for Graduation in Piano, Violin,
Organ or Voice**

FRESHMAN

(3 hours daily practice)

	Hours
Composition and Literature -----	3
Prep. Harmony -----	2
Solfeggio -----	2
Instrumental or Vocal Lesson -----	1
Practice -----	5
	—
	13

SOPHOMORE

(3 hours daily practice)

	Hours
Literature -----	3
Modern Lang. or Hist. of Western Europe _	3
Harmony I -----	2
Music History I -----	2
Instrumental or Vocal Lesson -----	1
Practice -----	5
	—
	16

JUNIOR

(4 hours daily practice)

	Hours
Literature -----	3
Modern Language or Ed. Psychology ----	3
Harmony II -----	2
Music History II -----	2
Instrumental or Vocal Lesson -----	1
Practice -----	7
	—
	15

SENIOR

(4 hours daily practice)

	Hours
Philosophy -----	3
Analysis -----	3
Ensemble -----	1
Instrumental or Vocal Lesson -----	1
Practice -----	8
	—
	16

NOTE—If Modern Language is elected it must also be taken the next year.

NOTE—Physical exercises and games required throughout the course.

DEPARTMENT OF EXPRESSION AND PHYSICAL CULTURE

MISS YOUNG AND MISS NIXON

Courses in Expression

MISS YOUNG

FRESHMAN

How to become a natural and distinct speaker. This means the study and memorizing of simple selections, with special attention paid to diction, pronunciation and voice culture.

Text-books: Cumnock's Choice Readings. Clark's Interpretation of the Printed Page. Clark's Selected Readings.

SOPHOMORE

Advanced interpretation; selections from standard authors. Continuation of voice culture.

Text-books: Completion of Clark's Interpretation of the Printed Page. Chamberlin and Clark's Principles of Vocal and Literary Interpretation.

JUNIOR

Continuation of Sophomore with—
Debating. Extemporaneous Speaking. Orations. Staging of Simple Plays. Story Telling.

SENIOR

Artistic reading; study of the Drama, ancient and modern. Normal instruction: "How to Teach Reading in the Public School."—Clark. Each candidate for a Diploma must be able to read creditably a standard play selected by the Director.

Outline of Course Required for Diploma

FRESHMAN

	Hours
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	2
Composition and Literature -----	3
History -----	3
Modern Languages -----	3
Setting Up Exercises -----	—
	15

SOPHOMORE

	Hours
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	2
Composition and Literature -----	3
History -----	3
Modern Language -----	3
Setting Up Exercises -----	—
	15

JUNIOR

	Hours
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	3
Art History -----	2
Electives -----	6
Games required of every Junior -----	—
	15

SENIOR

	Hours
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	3
Art History -----	2
Electives -----	6
Games required of every Senior -----	
	<hr/> 15

The aim of the Department is to develop the mind, body and voice not only to give vocal interpretation to good literature, but to give clearness, purity, richness and beauty to the spoken word. The work is based on the most modern methods of teaching vocal Expression and interpretive study of literature. Story telling and conversation, reading and acting plays, and extemporaneous speaking. The training is done by whatever exercises are found necessary to meet the individual need.

On the successful completion of the four year's work a Diploma will be awarded.

Fifteen units required for unconditional entrance.

PHYSICAL CULTURE
MISS YOUNG AND MISS NIXON

The aim of the Department of Physical Education is to develop healthy minds and strong bodies.

thorough physical examination by the doctor and

At the opening of College each student will be given trained nurse in charge. Physical defects will be noted and proper exercise given for their correction.

Setting Up Exercises two hours per week required of all Freshman and Sophomores.

A thorough knowledge of some game together with other forms of exercise selected by the Director, required of Juniors and Seniors.

Every student becomes on entrance a member of the Athletic Association.

Uniforms

Each student is required to have a white middy blouse and black bloomers. The bloomers will be ordered at a nominal sum by the Director; also uniform shoes will be secured.

SCHOOL OF ART

MISS TAYLOR AND MISS BELL

Admission

The general requirements are the same as for admission into the College. The student must have completed 15 units of the entrance requirements for the A. B. Course, for unconditional entrance.

Graduation

The course covers four years; no student, regardless of her artistic ability, will be allowed to graduate from the School of Art unless she has complied with all requirements for college entrance, and in addition has satisfactorily completed twenty-three hours of literary work. In addition to this the applicant for graduation must have completed the courses in Art, Art History, Art Literature, Anatomy, Composition, Criticism and Technical Practice; she must also present a sufficient amount of finished work to make a creditable exhibit.

ART HISTORY AND LITERATURE

MISS TAYLOR

COURSE 1—

A general survey of Art History will be given, taking up Architecture, Sculpture, and Painting. Goodyear's History of Art will be used as a Text-book.

Parallel readings are required, also the writing of Themes, at stated intervals.

COURSE 2—

During the fall term American Art is studied, using Caffin's History of American Art as a text-book. Later, English and French Art are studied. Julia de Forrest's History of Art is used for reference, and much parallel reading is required. The pupils in this class also give an hour each week to reading Art notes in the current magazines, reporting later in class. Weekly themes are required on Art subjects.

Some of the books used for reference in the Art History are Lubke's Art History, Apollo, Charles Caffin's "How to Study Pictures; The World of Art and Beauty, History of Greek Art, Power's "Mornings with the Masters"; Lives of the Painters, by Vasari.

Freshman Year.

	Hours
History I -----	3
Art -----	6
Composition and Literature -----	3
Modern Language -----	3
	—
	15

Sophomore Year

	Hours
Art History I. -----	2
Art -----	7
Literature -----	3
Modern Languages -----	3
	—
	15

Junior Year.

	Hours
Elective -----	2
Art History II. -----	3
Art -----	7
History II -----	3
	—
	15

Senior Year.

	Hours
Art -----	10
Elective -----	2
Philosophy -----	3
	—
	15

ART.

MISS BELL

Freshman Year**COURSE I.—**

Drawing from objects and nature in pencil and charcoal. Elementary antique drawing—perspective, Elementary designing—painting in oil from still life—construction work.

Sophomore Year**COURSE II.—**

Elementary antique drawing—study and construction of color charts, perspective—painting in oil and water color from still life—Composition and criticism.

Junior Year.**COURSE III.—**

Painting in oil and water color from still life—antique drawing, landscape painting from nature, Designing Color, Composition, Ceramics.

Senior Year.**COURSE IV.—**

Advanced antique drawing—color, composition, perspective, advanced painting in oil, landscape painting from nature, composition and criticism, ceramics—Original color composition, Tapestry.

Classes in Ceramics (China-painting) Study design, Color Theory work in flat color and enamel.

COMMERCIAL COURSE

MISS FUNK

This course offers training for those who wish to prepare themselves for clerical positions, private secretaries, stenographers in business offices, or for private profit or enjoyment. Practical work is offered in Shorthand, Typewriting and Bookkeeping, with special emphasis on accuracy, neatness and speed.

The course combined with Literary work covers two years. A certificate is given on the completion of the Course.

Candidate for certificate must present at least twelve units for unconditional entrance to this course.

FIRST YEAR		SECOND YEAR	
Shorthand -----	3	Shorthand -----	3
Typewriting -----	3	Typewriting -----	3
Bookkeeping -----	2	Bookkeeping -----	2
Comp. and Lit. -----	3	Comp. and Lit -----	3
History -----	3	History -----	3
Political Econ -----	3	Philosophy -----	3
<hr/>		<hr/>	
17		17	

Attention is called to the fact that the above course is more thorough than the usual course offered in business colleges.

EXPENSES FOR THE COLLEGE YEAR.

For the Literary Course, leading to the A. B. Degree:

Matriculation Fee, Medical Fee, including use of infirmary and attention of Physician and nurse (except in protracted illness and for prescriptions), Library, Artists and Lectures and Physical Culture Fee, Board and Room, including lights, heat, running hot and cold water, private bath, etc. -----	\$275.00
Literary tuition -----	100.00
Total for the College Year for A. B. with no specials -----	\$375.00

For each literary study taken in addition to the work required for each year a charge of \$25.00 will be made.

DAY STUDENTS

Matriculation Fee, Library, Artists and Lectures and Physical Culture Fee -----	\$ 25.00
Literary tuition -----	100.00
Total for A. B. with no specials -----	\$125.00

The cost in a woman's college for students taking special courses varies with the combination of courses.

EXPENSES FOR SPECIAL COURSES

Literary Studies, each -----	\$ 25.00
Piano, under Miss Cronkhite -----	100.00
Piano, under the other teachers -----	80.00
Piano, for children under 12 years of age --	60.00
Voice -----	90.00
Violin -----	80.00
Harmony -----	20.00
Public School Methods -----	20.00
Analysis -----	20.00

Eurythmics	30.00
Ensemble	15.00
Musical Interpretation	15.00
Sight Singing	20.00
Art, with materials, except material for China Painting	80.00
Expression	80.00
Domestic Science, with materials to students taking regular B. S. Course	55.00
Domestic Art, with materials to students tak- ing regular B. S. Course	45.00

Students taking regular B. S. Course will be charged for Domestic Science and Art only—together with any literary work. Millinery, Household Administration, Costume Design and Elementary Dressmaking are included in the above. Charges for these subjects are made only to those who take them as electives, as follows:

Millinery	\$10.00
Household Administration	10.00
Costume Design and Elementary Dressmak- ing	25.00
Dietetics	40.00
Cookery	40.00
Textiles	35.00
Shorthand and Typewriting	50.00
Bookkeeping	50.00
Use of Piano, one hour daily	10.00
Use of Piano, two hour daily	15.00
Use of Piano for each additional hour	3.50
Laboratory Fee	5.00
Diploma Fee	10.00

In order to ascertain the cost of special courses, consult the above schedule.

Terms of Payment

On entrance, in September, one-half of all charges is due.

At mid-session in January, the remainder is due.

*Interest at eight percent is charged
on all past due bills*

Reductions

When a student of the literary course takes more than one major special subject, such as Music, Art, etc., a 5 per cent. reduction is made on all charges for tuition and specials, provided that bills are paid when due.

When two boarding students (sisters) come from the same home, a reduction of 5 per cent. is allowed on all charges of tuition and specials, provided both remain in College for the entire semester, and that charges are paid when due.

Pastors actively engaged in the ministry of the Gospel are charged no literary tuition for their daughters in Anderson College. All other charges, including specials, will be made at catalog rates.

Students entering several weeks late will be charged for board from the time of entrance, but for the full semester on all other charges.

No reduction will be allowed either boarding or day pupils for absence for any cause except illness, and then only when the absence has been as long as a month.

Important Points.

For reservation of room, \$5.00 is required in advance when room is reserved. No room will be reserved without the payment of this amount, which amount will be credited on the first bill.

Students not returning after Christmas will be charged to the end of the first semester.

A charge of one dollar per month will be made for each room using an electric cooker, and fifty cents for an electric iron.

All checks, drafts and money orders should be made payable to Anderson College.

It is recommended that a deposit of \$15.00 be made with the bookkeeper for books, sheet music, stationery, etc.

The college will not advance money to students.

Anderson College is not an expensive school, and parents are requested to make only a moderate allowance to their daughters for spending money.

The college exercises every precaution to protect property of students, but will not be responsible for losses of any kind.

Those remaining at the college during the Christmas and Easter holidays will be charged at the rate of six dollars per week. Students wishing to remain in residence during the holidays must get permission of the Dean.

The entertainment of visitors is a privilege granted when it is convenient to the management, and a charge of \$1.00 per day will be made for such entertainment.

GENERAL INFORMATION.

This Bulletin with its published announcement is to be regarded as equivalent to a contract between the College and its patrons as to charges, and no agent or representative is authorized to promise any different terms of payment unless by written consent of the President or Dean. No former bulletin or publication shall be regarded as authoritative on rules and rates.

All instructions in regard to the students and permissions of parents and guardians should be sent by mail to the Lady Principal.

Parents are asked not to give permissions to their daughters that conflict with the regulations of the college.

Only such restrictions are made as are necessary for the protection and advancement of the student.

The school appropriates to study, recreation and rest, the entire time of the student; therefore the parents are asked to discourage visits home.

Chaperones are provided for all students leaving the campus. No permissions are granted students to remain out of the school at night, except where parents send such requests to the Lady Principal for her approval.

All mail, packages, boxes, telegrams and telephone messages are subject to the inspection of the management. A limited number of correspondents, approved by parents and Lady Principal, will be permitted.

Parents are urged not to withdraw their daughters before the close of the year, as an injustice is done to both student and college in the minds of the public.

The church of the parent's choice is attended by the student on Sunday morning. On Sunday evening the students may attend church in a body.

Students must attend chapel unless excused by the Lady Principal.

Visitors will not be received on Sunday nor during school hours. Evening callers are requested not to prolong their visits beyond 9:30.

In case of serious illness, the parents will be notified immediately.

Teachers and students are required to furnish pillow cases (sizes 20x32 in.), sheets, spreads, blankets, towels, napkins and any other articles of use or ornament desired for her room, such as spoons, drinking glass and pictures, also rain-coat, rubbers and umbrella.

All articles for laundry must be plainly marked with the full name. Trunks and suit cases should be marked with the name of the student before leaving home.

Students are requested to have all dental work attended to before leaving home in the fall.

CANDIDATES FOR GRADUATION 1922

Marguerite Breton	Paris, France
Anna Berry	Reidville, S. C.
Isabelle Cunningham	Greer, S. C.
Evelyn Cunningham	Greer, S. C.
Margaret Clinkscales	Belton, S. C.
Mabel Dillingham	Anderson, S. C.
Irene Davis	Honea Path, S. C.
Gatha Davis	Westminister, S. C.
Bessie Elgin	Honea Path, S. C.
Ruth Eskew	Anderson, S. C., R. F. D.
Lura Ellis	Pelzer, S. C.
Bessie Garvin	Chester, S. C.
Gena Gwen	Lewis, P. O., S. C.
Helen Gassaway,	Anderson, S. C., R. F. D. No. 8.
Marie Hiott	Easley, S. C.
Edith Herlong,	Trenton, S. C.
Opal Hall	Anderson, S. C., R. F. D.
Mattie Harris	Anderson, S. C., R. F. D.
Louise Harrison	Ridgeway, S. C.
Lois Johnston	Honea Path, S. C.
Moselle Jones	Elberton, Ga.
Mary Ellen Kempson	Silver Street, S. C.
Julia Kempson	Silver Street, S. C.
Annie Laurie Keasler	R. F. D. 2, Pendleton, S. C.
Madaline Kelley	Pelzer, S. C.
Nettie McCuen	Belton, S. C.
Vergie McClure	Anderson, S. C. R. F. D.
Clara McGee	Anderson, S. C.
Bertha Masters	Anderson, S. C., R. F. D.
Ethel Medlock	Honea Path, S. C.
Viola Pearman	Starr, S. C.
Eloise Royal	Salemburg, N. C.
Tecora Rice	Pelzer, S. C.
Vinnie Sanders	Silver Street, S. C.
Bernice Shields	Thomasville, N. C.
Janie Strickland	Pelzer, S. C.
Dorothy Sullivan	Anderson, S. C.
Florence Settle	Point Peter, S. C.
Mattie Lou Simmons	Belton, S. C., R. F. D.

Mary Inez Tolar	Wagener, S. C.
Lola Williams	Campobello, S. C., R. F. D. 3.
Camille Wood	Seneca, S. C.
Mattie Lois Winter	Anderson, S. C.
Annie Mae Williford	Anderson, S. C.

MATRICULATES 1919—1922.

Curtis Acker	Belton, S. C.
Elizabeth Acker,	Belton, S. C.
Blanche Agnew	Donalds, S. C.
Helen Allen	Anderson, S. C.
Beth Anderson	Antreville, S. C.
Josephine Anderson	Anderson, S. C.
Myra Anderson	Kansas City, Mo.
May Armstrong	Anderson, S. C.
Isabelle Arnette	Lake View, S. C.
Gladys Atkinson	200 Oak St., Atlanta, Ga.
Isabel Avey (Mrs. _____)	Cornelia, Ga.
Grace Bagwell	Princeton, S. C.
Ruth Bagwell,	Williamston, S. C.
Sadie Balland	Pelzer, S. C.
Lucille Baldwin	Gray Court, S. C.
Maude Ballentine	Anderson, S. C.
Lila Bannister	Starr, S. C.
Cynthia Barnes	Anderson, S. C.
Ellen Barnes	Anderson, S. C.
Fletcher Barnes	Anderson, S. C.
Molte Barnes	Anderson, S. C.
Catherine Barron	Anderson, S. C.
Ollie Barton	Tigerville, S. C.
Norma Bass	1133 Jefferson Ave., Memphis, Tenn.
Dolly Batson	Travelers Rest, S. C.
Mildred Bearden	Westminister, S. C.
Ruth Beeks	Abbeville, S. C.
Lucy Bell	Anedson, S. C.
Anna Berry	Reidville, S. C.
Connie Berry,	Smoaks, S. C.
Peggy Blanton (Mrs. C. Smith)	Anderson, S. C.
Colie Blease	Newberry, S. C.
Edna Blume	Blackville, S. C.
Eva Blume	Blackville, S. C.
Claudia Bobo	Laurens, S. C.

Sara Lou Bobo ✓	Owings, S. C.
Nellie Bolt	Ware Shoals, S. C.
Geraldine Bowen	Dovesville, S. C.
Gertrude Bowen ()	Anderson, S. C.
Carrie Bowie	Anderson College, S. C.
Isabel Boyd	Mt. Carmel, S. C.
Bridget Boylston	Williston, S. C.
Nellie Boylston	Williston, S. C.
Bessie Bradley	Mayesville, S. C.
Lillian Bradley	Mayesville, S. C.
Madge Bradley	Anderson, S. C.
Ciell Bramham	601 Newham Ave., Raleigh, N. C.
Babel Bridges	Anderson, S. C.
Velma Bridwell	Taylors, S. C.
Irene Briggs	Springfield, Ga.
Lena Briggs	Springfield, Ga.
Gwen Bristow	Selma, Ala.
Annie Brock	Graniteville, S. C.
Edna Brock ✓	Seneca, S. C.
Norine Brock	Iva, S. C.
Ada Brown ✓	Belton, S. C.
Dorothy Brown	Anderson, S. C.
Fleeta Brown	Belton, S. C.
Helen Brown	Anderson, S. C.
May Brown	West Asheville, N. C.
Ruby Brown	Anderson, S. C.
Ruth Brownlee ✓ (Mrs. C. E. Seabrook)	Pendleton, S. C.
Ruth Bruce	Anderson, S. C.
Norma Bunch	Danburg, Ga.
Mattie Burdine	Anderson, S. C.
Clara Belle Burley	Walhalla, S. C.
Dorothy Burnett ✓	Belton, S. C.
Margaret Burnett	Belton, S. C.
Elizabeth Burriss	Anderson, S. C.
Janie Burriss	Anderson, S. C.
Lydia Burriss	Anderson, S. C.
Ellen Butler	Epworth, S. C.
Julia Cade ✓	Mt. Carmel, S. C.
Bessie Caldwell,	Landrum, S. C.
Sophie Callaham	Greer, S. C.
Helen Callaway	Aiken, S. C.
Dollie Campbell	Smoaks, S. C.
Ruth Cann (Mrs. Claude McCue)	Anderson, S. C.
Comelia Cannon	Georgetown, S. C.
Hattie Ruth Cannon	Westminister, S. C.

Louise Casey	Pelzer, S. C.
Helen Chamblee	Anderson, S. C.
Sudie Chamblee	Anderson, S. C.
Lora Chapman	Pelzer, S. C.
Aliene Chennault	Danburg, Ga.
Leila Chennault	Danburg, Ga.
Vivian Cheshire	Anderson, S. C.
Mary Clement	Belton, S. C.
Mrs. W. A. Clement	Belton, S. C.
Mary Coon	Wellford, S. C.
Elva W. Coleman	Starr, S. C.
Kathleen Cooke	Anderson, S. C.
Laurene Cooke	Lowndesville, S. C.
Iris Cooper	Anderson, S. C.
Rena Cothran	Toney Creek, S. C.
Dorsey Cowherd	Turbeville, S. C.
Carol Cox	Anderson, S. C.
Lucille Cox	Belton, S. C.
Vivian Cox	Belton, S. C.
Connie May Craddock	Laurens, S. C.
Esther Craddock	Laurens, S. C.
Nelle Craddock	Fairfax, S. C.
Dorothy Craig	Anderson, S. C.
Roberta Crawford	Goldsboro, N. C.
Susan Creech	Goldsboro, N. C.
Rosalind Crist	Anderson, S. C.
Elizabeth Crossland (Mrs. G. P. Browne, Jr.)	Anderson, S. C.
Sara Culbreath	Belton, S. C.
Evelyn Cunningham	Greer, S. C.
Isabel Cunningham	Greer, S. C.
Ruth Cunningham	Greer, S. C.
Leila Curtis	Dillon, S. C.
Carrie Darby	Pelzer, S. C.
Ethel Davis	Honea Path, S. C.
Gatha Davis	Westminister, S. C.
Irene Davis	Honea Path, S. C.
Sarah Davis	Laurens, S. C.
Daisy Dean	Belton, S. C.
Lucille Dean	Belton, S. C.
Lillian Deck	Belton, S. C.
Mary Deloach	Johnston, S. C.
Vesta Dennett	Anderson, S. C.
Lessie Dill	Tigerville, S. C.
Mary Dillard	Greer, S. C.
Mabel Dillingham	Anderson, S. C.

Caroline Dixon	Anderson, S. C.
Dorothy Dixon	Anderson, S. C.
Ella Sue Dobbins	Anderson, S. C.
Mattie King Dobbins	Anderson, S. C.
Carine Dominick	Neeses, S. C.
Ezelle Dorn	Epworth, S. C.
Mary Drake	Belton, S. C.
Susie Drake	Anderson, S. C.
Thelma Duckworth	Belton, S. C.
Nannie Mae Dunlap	McCormick, S. C.
Elma Dunn	Donalds, S. C.
Estelle Durham	Honea Path, S. C.
Martha Dyches	Fort Mill, S. C.
Deci Mae Earle	Anderson, S. C.
Edward Earle	Anderson, S. C.
Emily Earle	Anderson, S. C.
Margaret Earle	Anderson, S. C.
Nora Bell Edwards,	Ridge Springs, S. C.
Belle Elgin	Honea Path, S. C.
Lura Ellis	Pelzer, S. C.
Emmie Ellison	Belton, S. C.
Annie Elmore	Anderson, S. C.
Ruby Elrod	Anderson, S. C.
Sarah Elrod	Piedmont, S. C.
Sylvene Elrod	Anderson, S. C.
Marie England	Westminister, S. C.
Marjorie England	Westminister, S. C.
Eugenia Entrekin	Anderson, S. C.
George Erwin	Cornelia, Ga.
Ruth Eskew	Anderson, S. C.
Annie Estes	Union, S. C.
Margaret Evans	Pendleton, S. C.
Nancy Evans	Pendleton, S. C.
Virginia Evans	Pendleton, S. C.
Katherine Everett	Jacksonville, Fla.
Hattie Fay	Prattville, Ala.
Winnifred Felkel (Mrs. O. M. Hayes)	Jacksonville, Fla.
Edith Fincken	Level Land, S. C.
Katherine Fisher	Dovesville, S. C.
Emma Flowers	Dovesville, S. C.
Maude Folmer	Way's, Ga.
Elizabeth Ford	Georgetown, S. C.
Helen Foster	Roebuck, S. C.
Kathleen Foster	Roebuck, S. C.
Lucille Foster	Roebuck, S. C.

Rhoda Foster	Allendale, S. C.
Beaufort Fowler	Campobello, S. C.
Virginia Frank	Anderson, S. C.
Zenith Freeman	Dalton, Ga.
Annice Fulmer	Neeses, S. C.
Nanerian Funk	Hagerstown, Md.
Annie Eliza Gailey	Anderson, S. C.
Frances Gaines	Anderson, S. C.
Evelyn Gandy	Society Hill, S. C.
Bessie Garvin	Chester, S. C.
Emma Gassaway	Honea Path, S. C.
Helen Gassaway	Anderson, S. C.
Alberta Geer	Anderson, S. C.
Selwyn Geer	Anderson, S. C.
Helen George	Laurens, S. C.
Mellie George	Laurens, S. C.
Nannie Leese Gerrard,	Anderson, S. C.
Laura Glenn	Anderson, S. C.
Sylvene Glenn	Anderson, S. C.
Mrs. J. M. Glenn	Anderson, S. C.
Mary Graham	Walterboro, S. C.
Marion Gray	Anderson, S. C.
Lucille Green	Belton, S. C.
Maude L. Green	Anderson, S. C.
Lovelyne Glymph	Anderson, S. C.
Lillie May Gregory	Williamston, S. C.
Marion Griffin	Anderson, S. C.
Marie Grubbs	Barnwell, S. C.
Edith Guyton	Williamston, S. C.
Gena Gwin	Lewis, T. O., S. C.
Catharine Hagood	Easley, S. C.
Lois Hall	Anderson, S. C.
Opal Hall	Anderson, S. C.
Fay Hall	Anderson, S. C.
Lula Hammett (Mrs. William Green)	Anderson, S. C.
Sara Hammond	Anderson, S. C.
Virginia Hancock	Lykesland, S. C.
Helen Harden	Anderson, S. C.
Gary Harper	Anderson, S. C.
Alice Pope Harris	Elberton, Ga.
Blanche Harris	Dillon, S. C.
Elizabeth Harris	Greenville, S. C.
Georgia Harris	Anderson, S. C.
Mattie Harris	Anderson, S. C.
Louise Harrison	Ridgeway, S. C.

Mary Helen Harrison	Trenton, S. C.
Emma Harter	Fairfax, S. C.
Kathleen Haynie ✓	Belton, S. C.
Lucille Haynie ✓	Belton, S. C.
Janie Haynie (Mrs. Max Rice)	Belton, S. C.
Lola Mae Hellams	Fountain Inn, S. C.
Russie Hembree ✓	Anderson, S. C.
Ruby Hembree ✓	Anderson, S. C.
Edith Herlong ✓	Trenton, S. C.
Edna Herron	Starr, S. C.
Elizabeth Hester ✓	Mt. Carmel
Florence Hetrick ✓	Walhalla, S. C.
Gladys High	Spartanburg, S. C.
Zoa Hill	Tucapau, S. C.
Swannie Hillhouse ✓	Anderson, S. C.
Emma Hilton	Stonesboro, S. C.
Emma Hinson	Timmons ville, S. C.
Marie Hiott ✓	Easley, S. C.
Thelma Hite	Johnston, S. C.
Frances Holcombe ✓	Belton, S. C.
Jaisy Holcombe ✓	Belton, S. C.
Kathleen Holland	Anderson, S. C.
Linda Hopper	Belton, S. C.
Malvina Hopper	Belton, S. C.
Evelyn Hubbard	Bennettsville, S. C.
Laura May Hudson	Anderson, S. C.
Lillian Huff	Simpsonville, S. C.
Lonie Huff	Simpsonville, S. C.
Ruth Hughes	Donalds, S. C.
Margaret Hunter	Raleigh, N. C.
Edith Hutchinson ✓	Anderson, S. C.
Julia James	Greer, S. C.
Doris Jefferies	Clayton, N. C.
Octavia Jefferies	Clayton, N. C.
Mary Jenkins	Pelzer, S. C.
Lois Johnston	Honea Path, S. C.
Ad'Lene Jones	Elberton, Ga.
Eleanor Jones	Canton, Ga.
Elizabeth Jones	Abbeville, S. C.
Gertrude Jones	Waterloo, S. C.
Mabel Jones ✓	Starr, S. C.
Moselle Jones	Elberton, Ga.
Emma Kay	Belton, S. C.
Annie Laurie Keasler ✓	Pendleton, S. C.
Ruth Keese	Anderson, S. C.

Gladys Keith	Chappells, S. C.
Gladys Kelly,	Anderson, S. C.
Madaline Kelly	Pelzer, S. C.
Julia Kempson	Silver Street, S. C.
Mary Ellen Kempson	Silver Street, S. C.
Mary Kendrick	Rae ford, N. C.
Virginia Kennedy	Williston, S. C.
Van Ray Kenney	Rembert, S. C.
Grace Keys	Starr, S. C.
Elise King	Westminister, S. C.
Ruth Keyser	Lodge, S. C.
Helen King	Anderson, S. C.
Lucille King	Anderson, S. C.
Neva King	Anderson, S. C.
Jean Knight	Honea Path, S. C.
Helen Knox	Westminister, S. C.
Esther Lassiter	Anderson, S. C.
Lula Lee Leathers	Anderson, S. C.
Isabel Leonard	Greer, S. C.
Helen Leverett	Iva, S. C.
Mildred Lide	Richland, Ga.
May Ligon	Anderson, S. C.
Mary Beg Ligon	Anderson, S. C.
Alice Lindler	Anderson, S. C.
Avis Lippincott	New York, N. Y.
Mary Lollis	Anderson, S. C.
Annie Long	Central, S. C.
Bettie Long	Piedmont, S. C.
Marcelle Lyon	Atlanta, Ga.
Gladys Mahaffy	Anderson, S. C.
Dorothy Makinson	Kissimmee, Fla.
Gertrude Marsh	Fayetteville, N. C.
Bessie Martin	Belton, S. C.
Grace Martin	Pendleton, S. C.
Irene Martin	Iva, S. C.
Ruth Martin	Pendleton, S. C.
Ruth Martin	Westminister, S. C.
Hunter Marvin	Dublin, Ga.
Corine Mason	Westminister, S. C.
Aneska Dodge Massey	Pendleton, S. C.
Bertha Masters	Anderson, S. C.
Curtis Mattison	Belton, S. C.
Mary Frances Mattison	Anderson, S. C.
Sara Mattison	Anderson, S. C.
Frances Mattox	Elberton, Ga.

Ethel Medlock	Honea Path, S. C.
Beatrice Merritt	Easley, S. C.
Ruby Middleton	Meriwether, S. C.
Rossie Milford	Anderson, S. C.
Alice Miller	Westminister, S. C.
Lois Mims	Edgefield, S. C.
Olive Minor	Anderson, S. C.
McCrary Mon	Winston-Salem, N. C.
Emma Ruth Moore	Honea Path, S. C.
Lessie Moore	Anderson, S. C.
Ellie Mooneyham	Raleigh, N. C.
Ethel Moseley	Anderson, S. C.
Elizabeth Muldrow	Anderson, S. C.
Georgia Lee Muldrow	Anderson, S. C.
Hazel Murphy (Mrs. Doyle)	Anderson, S. C.
Annie May Murray	Anderson, S. C.
Mildred Murray	Cameron, S. C.
Lucille McAllister	Anderson, S. C.
Melva McCarley	Anderson, S. C.
Vermelle McCarley	Anderson, S. C.
Mary McClure	Anderson, S. C.
Vergia McClure	Anderson, S. C.
Nettie McCuen	Belton, S. C.
Margaret McCully	Anderson, S. C.
Elizabeth McDaniel	Leeds, S. C.
Florence McDaniel	Anderson, S. C.
Maud McDaniel	Timmons ville, S. C.
Annie Dean McFall	Anderson, S. C.
Elizabeth McFall	Anderson, S. C.
Clara McGee	Anderson, S. C.
Edna McGee	Anderson, S. C.
Helen McGill	Anderson, S. C.
Ruth McLeod	Camden, S. C.
Ruby McMillan	Greenville, S. C.
Helen McPhail	Anderson, S. C.
Jimmie McPhail	Anderson, S. C.
Alma Nance	Anderson, S. C.
Merdel Nix	Zuconia, N. C.
Gladys Nixon	North Augusta, S. C.
Stella Nixon	N. Augusta, S. C.
Mary Lee Norris	Anderson, S. C.
Ruby Norris	Anderson, S. C.
Lucy Oliver	Anderson, S. C.
Vera Owen	Pendleton, S. C.
Zoa Owen	Pendleton, S. C.

Flourney Owens	Williston, S. C.
Mary Owings	Laurens, S. C.
Mary Paget	Anderson, S. C.
Edna Parham	Charleston, S. C.
Caroline Parnell	Savannah, Ga.
Mary Paschal	Mt. Carmel, S. C.
Ouida Patterson	Edgefield, S. C.
Viola Pearman	Starr, S. C.
Ethel Perry	Abbeville, S. C.
Elizabeth Petterson	Greenwood, S. C.
Robbie Phillips	Westminister, S. C.
Dollie Pickell	Anderson, S. C.
Mayme Pilley	Kissimmee, Fla.
Lucy Pinson	Honea Path, S. C.
Lily Maud Platt	Augusta, Ga.
Gussie Poliakoff	Anderson, S. C.
Lois Poore	Belton, S. C.
Carrie Lee Porter	Piedmont, S. C.
Louise Power	Laurens, S. C.
Sara Power	Laurens, S. C.
Dorothy Prevost	Anderson, S. C.
Evelyn Pruitt	Anderson, S. C.
Sara Pruitt	Anderson, S. C.
Catharine Ramsey	Augusta, Ga.
Mary Ramsey	Anderson, S. C.
Martha Rast	Anderson, S. C.
Alma Rawlinson	Lykesland, S. C.
Cora Emma Rawlinson	Congaree, S. C.
Sophie Reames	Abbeville, S. C.
Helen Reichard	Hagerstown, Md.
Winnie Reid	Iva, S. C.
Tecora Rice	Pelzer, S. C.
Lois E. Richardson	Anderson, S. C.
Lucia Reihardson	Simpsonville, S. C.
Grace Robertson	Paducah, Ky.
Gladys Roe	Piedmont, S. C.
Mamie Rogers	Williamston, S. C.
Zadie Rogers	Belton, S. C.
Elizabeth Roper	Anderson, S. C.
June Roscoe	Charlotte, N. C.
Eloise Royall	Salemberg, N. C.
Annie May Russell	Anderson, S. C.
Mary Salla	Anderson, S. C.
Grace Salter	Trenton, S. C.
Hildah Sample	Newberry, S. C.

Bessie Sanders	Silver Street, S. C.
Vinnie Sanders	Silver Street, S. C.
Gertrude Schmidt	Indianapolis, Ind.
Christine Scott	Anderson, S. C.
Claude Seawright	Anderson, S. C.
Gladys Segars	Hartsville, S. C.
Reuben Seigel	Anderson, S. C.
Florence Settle	Point Peter, Ga.
Wadine Settle	Point Peter, Ga.
Carrie Sexton	Starr, S. C.
Mary Julia Shanklin	Anderson, S. C.
Genevieve Sharpe	Honea Path, S. C.
Comnena Shearer	Anderson, S. C.
Daisy Shearer	Anderson, S. C.
Louise Shearer	Anderson, S. C.
Maimée Shearer	Anderson, S. C.
Bernice Shields	Thomasville, N. C.
Annie Pearl Shirley	Bowersville, Ga.
Cara Shirley	Anderson, S. C.
Helen Shirley	Anderson, S. C.
Lydia Shirley	Honea Path, S. C.
Annie Simmons	Belton, S. C.
Irene Simmons	Belton, S. C.
Mattie Lou Simmons	Belton, S. C.
Lila Sisk	Bryson City, N. C.
Jeanette Skelton	Anderson, S. C.
Elizabeth Small	Kershaw, S. C.
Laurie Smeathers (Mrs. Dan Ligon)	Anderson, S. C.
Altana Smith	Anderson, S. C.
Bessie Belle Smith	Anderson, S. C.
Gwendoline Smith	Anderson, S. C.
Florence Smith (Mrs. Harry Martin)	Anderson, S. C.
Marguerite Smith	Trenton, S. C.
Mary Smith	Anderson, S. C.
Milicent Smith	Belton, S. C.
Ophelia Smith	Madison, Fla.
Sara Pauline Smith	Anderson, S. C.
Sara Spearman	Newberry, S. C.
Lois Stanford	Anderson, S. C.
Sara Frances Stephens	Anderson, S. C.
Vernon Stephens	Dillon, S. C.
Jessie Stephenson	Anderson, S. C.
Fannie Stephenson	Townville, S. C.
Wilma Stevenson	Anderson, S. C.
Elva Stewart	Pickens, S. C.

Mary Dell Stewart	Pelzer, S. C.
Florence Storne	Blackville, S. C.
Janie Strickland	Pelzer, S. C.
La Nelle Strickland	Starr, S. C.
Lila Stringer	Belton, S. C.
Cecyle Strom	Kirksey, S. C.
Lucille Strom	Kirksey, S. C.
Alma Stroupe	Shelby, N. C.
Lottie Stroupe	Shelby, N. C.
Marie Stuart	Anderson, S. C.
Barbara Sullivan	Anderson, S. C.
Dorothy Sullivan	Anderson, S. C.
Mary Sullivan	Westminister, S. C.
Sallie Reid Sullivan	Westminister, S. C.
Mrs. N. B. Sullivan	Anderson, S. C.
Edna Summerall	Aiken, S. C.
Raymond Sweeney	Anderson, S. C.
Georgia Thackston	Greenville, S. C.
Annette Thomas	Anderson, S. C.
Corrie Thomas	Trenton, S. C.
Frances Thomas	Anderson, S. C.
Edna Thomson	Anderson, S. C.
Ruth Thompson	Laurens, S. C.
Vera Thornhill	Barwick, Ga.
Bessie Till	Orangeburg, S. C.
Irene Tilley	Anderson, S. C.
Lucille Timmerman	Pleasant Lane, S. C.
Margaret Timmerman	Anderson, S. C.
Ruth Todd	Laurens, S. C.
Mary Inez Tolar	Wagener, S. C.
Maude Tollison	Piedmont, S. C.
Clarice Townsend (Mrs. W. H. Wilson)	Anderson, S. C.
George Townsend	Anderson, S. C.
Sara Townsend	Anderson, S. C.
Geraldine Trammell	Anderson, S. C.
Elizabeth Tribble	Anderson, S. C.
Ola Tribble	Anderson, S. C.
Sara Tribble	Anderson, S. C.
Viola Trodgen	Buffalo, S. C.
Blanche Turner	Landrum, S. C.
Mrs. Gaynelle Turner	Texas
Louise Turner	Anderson, S. C.
Hazel Tuttle	Warsaw, N. Y.
Mary Waldrep	Piedmont, S. C.
Helen Wallace	Kinard, S. C.

Lila Washington	Pelzer, S. C.
Lucy Washington (Mrs. D. F. Stansell)	Pelzer, S. C.
Helen Watkins	Anderson, S. C.
Emily Mary Watts	Columbia, S. C.
Mary Emily Watts	Columbia, S. C.
Edna Welborne (Mrs. Levi Smith)	Anderson, S. C.
Georgia Welborne	Anderson, S. C.
Violet Welborne	Anderson, S. C.
Anna Dean West	Belton, S. C.
Margaret West	Columbia, S. C.
Annie Mae White	Spartanburg, S. C.
Gladys White (Mrs. P. W. Ellis)	Anderson, S. C.
Helen White	Anderson, S. C.
Martha White	Miami, Fla.
Celeste Whiteside	Columbia, S. C.
Lucy Primrose Whyte	Anderson, S. C.
Margaret Wickliffe	West Union, S. C.
Annie Wiles	Honea Path, S. C.
Elizabeth Wiles	Anderson, S. C.
Vivian Wiles	Anderson, S. C.
Clarice Williams	Pleasant Lane, S. C.
Lola Williams	Campobello, S. C.
Annie May Williford	Anderson, S. C.
Kathleen Williford	Anderson, S. C.
Helen Willis	Williston, S. C.
Louise Willis	Blackville, S. C.
Anabel Wilson	Anderson, S. C.
Kathleen Wilson	Anderson, S. C.
Julia Wingate	Ayden, N. C.
Mattie Lois Winter	Anderson, S. C.
Hilda Wolfe	Danburg, Ga.
Camille Wood	Seneca, S. C.
Elizabeth Woodle	Greenville, S. C.
Helen Woodle	Greenville, S. C.
Marie Woolbright	Townville, S. C.
Myrtle Workman	Woodruff, S. C.
Christine Wright	Anderson, S. C.
Martha Wyatt	Anderson, S. C.
Sara Yeargin	Gray Court, S. C.
Frances Young	Anderson, S. C.
Josie Young	Anderson, S. C.
Lucille Young	Spartanburg, S. C.
Margaret Young	Anderson, S. C.
Mary Young	Simpsonville, S. C.

ALUMNAE

**Any Information concerning removal, marriage or death of
Alumnae will be gratefully received.**

1913

Hudson, Ellie (Mrs. R. R. King), R. F. D. 2, Anderson, S. C.,
Expression 1913, A. B. 1914.

Knight, Ethel (Mrs. Irby Pollard) N. W. Washington, D. C.,
715 G. St., Care Pace & Pace.

1914

Aiken, Jeanette (Mrs. J. Howard Dabbs) Camden, S. C.

Lucille Burriss, Anderson, S. C.

Elms, Marie (Mrs. Harold Heath) Midland, N. C.

George, Leota, Anderson, S. C.

Robinson, Kate (Mrs. Lawrence Wilkinson) 412 Louise Ave.,
Charlotte, N. C.

Watkins, Mrs. R. E., Greenville, S. C.

Weeks, Miriam, Aiken, S. C.

1915

Clinkscales, Margaret (Mrs. Furman Grant) Mt. Carmel, S. C.
Jackson, Hettie, Iva, S. C.

Lawrence, Betty (Mrs. W. S. Doty) Bellevue, Pa.

Lawrence, Esther Joy, 109 Waupausie St., Dwight, Ill.

Sullivan, Willie (Mrs. Otis Mattison) Care Bank of Columbia,
Columbia, S. C.

Williford, Leathy (Mrs. Manly McClure) R. F. D. Anderson,
S. C.

1916

Anderson, Ruth, R. F. D. Anderson, S. C.

Borwn, Felicia (Mrs. Albert Smith) R. F. D. 2, Anderson, S. C.

Burriss, Helen, 1332 South Main St. Anderson, S. C.

Darracott, Nelle.

Gentry, Nelle.

Henry, Louise, McDuffie St., Anderson, S. C.

Henry, Marguerite (Mrs. W. E. Mattison) Anderson, S. C.

McGee, Lou Nelle (Mrs. R. G. Watson) Anderson, S. C.

Martin, Nelle (Mrs. J. E. Jones) R. F. D. 2 Starr, S. C.

Masters, Zulienne (Mrs. Jackson).

Norris, Ethel, R. F. D., Anderson, S. C.

Prince, Sarah (Mrs. F. R. Sellers) 89 Santa Barbara St., Springfield, Mass.

Pruitt, Izetta (Mrs. E. H. Agnew) Starr, S. C.

Shirley, Margaret, Anderson, S. C.

Traynum, Karan (Mrs. Baxter Clinkscales) Starr, S. C.

Sullivan, Catharine, Anderson, S. C.

Turbeville, Eula, 154 Spring St., Charleston, S. C.

Watkins, Grace, Belton, S. C.

1917

Bolt, Janet, Easley, S. C.

Bowie, Mary (Mrs. Clyde Pruitt) Pendleton, S. C.

Byrum, Margaret (Mrs. J. W. Williams) R. F. D. Anderson, S. C.

Cartee, Ina, R. F. D. 2, Anderson, S. C.

Clement, Margaret, Belton, S. C.

Dalrymple, Blanche (Mrs. W. H. Martin) Lockhart, S. C.

Dugan, Annie Laurie, Honea Path, S. C.

Irwin, Wilma, Landrum, S. C.

Jones, Gertrude, 1207 Bainbridge St., Richmond, Va.

King, Lura, Shorter College, Rome, Ga.

McAllister, Nora (Mrs. —————) Troy, S. C.

Meeks, Byrd, 101 Palisade St., Spartanburg, S. C.

Owings, Brucie, Laurens, S. C.

Pruitt, Bessie, Orr St., Anderson, S. C.

Richardson, Nettie (Mrs. Carroll Duckworth) R. F. D. 2, Anderson, S. C.

Riley, Mary, Anderson, S. C.

Robinson, Willie Wray (Mrs. Sam Anderson) Newport, R. I.

Stewart, Janie, Pelzer, S. C.

Striplin, Mattie Mae.

Turner, Bernice

Truluck, Maude.

1918

Brownlee, Ruth (Mrs. C. E. Seabrook) Pendleton, S. C.

Burdine, Ruth (Mrs. Webb von Hasseln) Anderson, S. C.

Burnett, Katherine, Belton, S. C.

Burriss, Kathleen, Anderson, S. C.

Burton, Goode, Newberry, S. C.

Cooke, Clara, Iva, S. C.

Jones, Gussie, 18 Oxford Place, Kirkwood, Ga.

King, Nancy, Belton, S. C.

McCurry, Fannie Sue (Mrs. Joe Blackman) R. F. D. 2, Pendleton, S. C.

Nelson, Marie, 243 Rutledge Ave., Charleston, S. C.
Rice, Orieta, Scott, Ga.
Sanders, Sarah, Hagood, S. C.
Shearer, Louise, Anderson, S. C.
Shirley, Amanda, R. F. D., Belton, S. C.
Smith, Nannie, (Mrs. Rob Gentry) R. F. D. 2, Anderson, S. C.
Wardlaw, Ruby, Belton, S. C.
Welborne, Annie (Mrs. D. F. McCormick) North, S. C.

1919

Anderson, Lois (Mrs. W. W. Sullivan, Jr.) Anderson, S. C.
Cooke, Essie, Iva, S. C.
Cannon, Bernice, Westminster, S. C.
Dugan, Gladys, Honea Path, S. C.
Geer, Caro (Mrs. ———— Hester) Louisville, Ky.
Hamilton, Frances, Seneca, S. C.
Hubbard, Edith, Anderson, S. C.
Keith, Gladys, Anderson, S. C., N. Main St.
Miller, Mary Dale (Mrs. ————) Demopolis, Ala.
Miller, Victoria, Westminster, S. C.
Moore, Lessie, Anderson, S. C.
Moore, Willie Fay, Olanta, S. C.
McPhail, Lola (Mrs. Frank Reed) Laurens, S. C.
McPhail, Lucy, Laurens, S. C.
Owings, Martha, (Mrs. N. B. Sullivan, Jr.) Anderson, S. C.
Pruitt, Hazel, Franklin St., Anderson, S. C.
Smith, Pauline, Anderson, S. C.
Strickland, Annie Belle, Pelzer, S. C.
Sullivan, Emily, Anderson, S. C.
Watkins, Etta, Belton, S. C.
Watkins, Virginia (Mrs. Carl E. Epting) Newberry, S. C.

1920

Agnew, Blanche, Donalds, S. C.
Anderson, Myra, Scariott Training School, Kanas City, Mo.
Chamblee, Helen, R. F. D. Anderson, S. C.
Cox, Vivian, Belton, S. C.
Evans, Margaret, Pendleton, S. C.
Evans, Nancy (Mrs. Austin) Seneca, S. C.
Fay, Hattie, Prattville, Ala.
Hillhouse, Swannee, Anderson, S. C., R. F. D.
Jones, Mabel, Starr, S. C.
Lassiter, Esther, Anderson, S. C.
Martin, Irene, R. F. D. 4, Iva, S. C.
Moseley, Ethel, Reidville, S. C.

Nixon, Stella, Anderson, S. C., Anderson College.
Norris, Mary Lee, Anderson, S. C.
Pinson, Lucy, Honea Path, S. C.
Paschal, Mary, Mt. Carmel, S. C.
Segars, Gladys, Hartsville, S. C.
Shearer, Conmena, Anderson, S. C.
Shearer, Daisy, Anderson, S. C.
Simmons, Annie, R. F. D. 1, Belton, S. C.
Simmons, Irene, R. F. D. 1, Belton, S. C.
Smith, Mary, R. F. D. 2, Anderson, S. C.
Summerall, Edna, Aiken, S. C.
Tribble, Ola, Anderson, S. C.
Willis, Helen, (Mrs. _____)
Workman, Myrtle, Woodruff, S. C.

1921

Bearden, Mildred King, Westminster, S. C.
Blanton, Peggy Osborn (Mrs. Clyde Smith) Anderson, S. C.
Blume, Edna Pauline, Blackville, S. C.
Bobo, Sara Lou, Owings, S. C.
Bowie, Carrie Estelle, Anderson College, Anderson, S. C.
Branham, Clell Allen, 601 Newbern Ave., Raleigh, N. C.
Bridges, Mabel Ruth, Anderson, S. C.
Burnett, Dorothy Dayton, Belton, S. C.
Cade, Julia Eliza, Mt. Carmel, S. C.
Coleman, Elva, Starr, S. C.
Deck, Lillian Elizabeth, Belton, S. C.
Dillard, Mary, Greer, S. C.
Dunn, Elma Cecil, Donalds, S. C.
England, Marjorie, Westminster, S. C.
Fincken, Edith Lavinia, Anderson High School, Anderson, S. C.
Garvin, Bessie Reid, Chester, S. C.
Harrison, Mary Helen, Trenton, S. C.
Haynie, Kathleen, Belton, S. C.
Haynie, Lucille, Belton, S. C.
Hembree, Russie, 502 E. River St., Anderson, S. C.
Hetrick, Florence Elizabeth, Walhalla, S. C.
High, Margarette Gladys, R. F. D., Spartanburg, S. C.
Holcombe, Jaisy Virginia, Belton, S. C.
Hutchison, Edith Maye, R. F. D. 2, Anderson, S. C.
Johnston, Lois Marie, Honea Path, S. C.
Long, Bettie Elizabeth, Piedmont, S. C.
Mahaffey, Gladys, R. F. D. 1, Anderson, S. C.
Milford, Rossie Caroline, R. F. D. 8, Anderson, S. C.
Murray, Annie Mae, Anderson, S. C.

-
- McDaniel, Susie Maude, R. F. D., Timmons ville, S. C.
McDaniel, Susie Maude, R. F. D., Timmons ville, S. C.
McMillan, Ruby Nell, 205 Perry Ave., Greenville, S. C.
Pattison, Ouida, Anderson College, Anderson, S. C.
Scott, Martha Christine, 707 W. Whitner St., Anderson, S. C.
Shirley, Annie Pearl, Bowersville, Ga.
Townsend, Clarice, (Mrs. W. H. Wilson) Anderson, S. C.
Trogdon, Viola Elizabeth, Buffalo, S. C.
Tuttle, Hazel Irene, Warsaw, N. Y.
Washington, Lila Forrester, Pelzer, S. C.
Wilson, Anabel, R. F. D. 1, Anderson, S. C.
Woodle, Elizabeth Arrington, North St., Greenville, S. C.

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